



TENNESSEE CHALLENGE 2000

Including

The Fifth Annual Report on Progress toward
the Goals of Tennessee Challenge 2000 for
the State's Public Higher Education Institutions

and

The Second Annual Report on Contributions of
the State's Independent, Regionally Accredited
Higher Education Institutions

**Tennessee Higher Education Commission
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Executive Summary

In 1989, the Tennessee Higher Education Commission established the *Tennessee Challenge 2000* annual report to demonstrate to the legislature and its constituency, the citizens of Tennessee, the commitment that the higher education community has to improved quality in higher education, its interest in fostering racial diversity and awareness, and its desire to be accountable to all the interested parties that surround and influence the course of higher education set in Tennessee. Although the goals found in this document were formally established in 1989, they grew out of the legislative benchmarks for higher education developed in 1984. The *Tennessee Challenge 2000* goals were not developed in a vacuum, but mirror goals that were established by the Southern Regional Education Board among its 15 member states.

The accountability measures found in Tennessee Challenge 2000 are numerous indeed. A summary of the progress made during the past five years on specific goals contained in the report can be found on the following page. It should be noted that on virtually all of the goals originally set back in 1989, there has been steady, regular improvement. In addition, the recent inclusion of Tennessee's independent, regionally accredited institutions has added a greater dimension and relevance to the information contained in the report.

Through this and other assessment activities, e.g., performance funding, Tennessee continues to lead the way in developing usable accountability measures of higher education outcomes. The following list reflects significant accomplishments for 1994.

During the past five years (1990-91 through 1994-95), the following progress and contributions have been made in Tennessee Higher Education:

- ✧ Enrollment in public institutions has increased by 9.4%.
- ✧ Enrollment in independent institutions has grown by 7.4%.
- ✧ Enrollment of African-Americans has increased to 15.1% of total public enrollment.
- ✧ Graduate and professional school enrollment in public institutions has grown by 15.5%.
- ✧ Graduate and professional school enrollment in independent institutions has grown by 15.0%.
- ✧ ACT and College Base average scores of Tennessee institutions continue to exceed the national norms for such tests.
- ✧ The percentage of students needing any remedial or developmental coursework in all public institutions continues a steady decline. This percentage was 55.7% in 1992, 55.1% in 1993, and 54.2% in 1994.
- ✧ The need for significant remedial or developmental coursework (that is, more than one course) by entering college freshmen in public universities has declined to 12.1%. That represents a decrease of 1.5% from 1993 and a decrease of 5% from 1992.
- ✧ Only 5.15% of entering freshmen in public universities who were recent high school graduates (freshmen 18 years of age or younger) took any remedial level coursework in Fall 1994.
- ✧ Persistence-to-graduation rates at public universities have risen to 44.53% and are at national averages for public institutions.
- ✧ Persistence-to-graduation rates at public universities of African-Americans have increased 1.8%.
- ✧ Persistence-to-graduation rates at two-year public institutions have declined slightly to 26.3%.
- ✧ Persistence-to-graduation rates at independent institutions are 51% and are at national averages for independent institutions.
- ✧ Enrollment of African-American students in undergraduate programs in public institutions has risen to 15.83% and are very near population levels of the state.
- ✧ Transfer rates of students who graduate from public two-year institutions into public universities have remained steady at almost 50% of graduates.
- ✧ Transfer rates of African-American students who graduate from public two-year institutions into public universities have decreased to 34.8%.
- ✧ Transfers from two-year public institutions to independent colleges and universities increased 16.5% between 1992 and 1994.

Quality and Performance

- ✧ Scores on most licensure examinations remain at or above national averages.
- ✧ Over 84% of major programs at public universities are accredited.
- ✧ 100% of major programs at public two-year institutions are accredited.
- ✧ Placement rates of vocational graduates at technology centers are 91%; at two-year institutions they are 90%.

Teacher Education

- ✧ There has been a 46.3% increase in African-American graduates from teacher education programs at public institutions.
- ✧ Approximately 34% of teacher education program completers were graduates of independent institutions.

Research and Public Service

- ✧ Since 1991-92, actual research expenditures at public institutions have risen by 17.3%; public service expenditures by 24.6%.

Introduction

Tennessee Challenge 2000

Responding to an Act of the General Assembly in 1989, the Tennessee Higher Education Commission developed goals for public higher education in the state for the final decade of the 20th century. The Commission determined that an annual report, titled *Tennessee Challenge 2000*, would be made to the Legislature of progress toward those goals. In the Second Session of the 97th General Assembly, an act was passed (Public Chapter 739) which expanded the *Tennessee Challenge 2000* report. Incorporated in this publication is the fifth annual report on progress toward the goals of *Tennessee Challenge 2000*.

Report on the Contributions of Independent Higher Education

In 1993, an Act of the General Assembly directed the Commission to produce a triennial study of Tennessee's independent degree-granting colleges and universities which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The purpose of the study is to provide information to the Tennessee Higher Education Commission to assist it in incorporating the contributions of these independent higher education institutions into its statewide Master Planning efforts.

A Combined Report

After evaluation of the Act, and after discussions with representatives of the Tennessee Independent Colleges and Universities, Commission staff determined that the results of the study could be most effectively incorporated into the annual *Tennessee Challenge 2000* report. Commission staff have recommended that, although the studies will focus on a three-year cycle of research and assessment, the results should be reported annually. This will allow a continuous and uninterrupted flow of information to the Legislature, Administration, and public of the State of Tennessee concerning the accomplishments of both of these components of higher education in the state. In future reports, information relating to other sectors of postsecondary education in the state will be incorporated into the annual report.

It should be noted that data for public institutions referred to in these reports are drawn from the state's higher education data system and is carefully edited and audited. Financial data are drawn from records of the Commission and the Department of Finance and Administration. Information for independent colleges comes from several sources, including the Tennessee Independent Colleges and Universities and surveys of self-reported data. Other information is drawn from IPEDS (Integrated Postsecondary Education Data Systems) information collected by the U.S. Department of Education.

Goal A: By the year 2000, Tennessee will be among the leading Southern states in providing college education to its citizens.

Benchmarks:

- 1. By the year 2000, the combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students.**

Figure 1 presents the overall trend of undergraduate enrollment in public and independent higher education in Tennessee over the past five years. These data do not include Tennessee Technology Centers (formerly area/vocational technical schools) enrollment which is addressed in another section of this report. Undergraduate enrollment since 1990 has increased over 8% at public institutions and almost 6% at independent institutions.\

Figure 1: Undergraduate Enrollment

	1990	1991	1992	1993	1994	% Change 1990-1994
Public	154,959	163,882	170,409	171,170	168,366	8.65%
Independent	37,518	38,308	38,250	38,979	39,748	5.94%
Total	192,477	202,190	208,659	210,149	208,114	8.12%

Figure 2: Enrollment of Tennessee Students

	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total
Public Inst.	157,015	87.54%	165,501	87.91%	172,316	88.39%	174,316	88.07%	172,035	87.79%
Independent Inst.	22,340	12.46%	22,764	12.09%	22,643	11.61%	23,613	11.93%	23,936	12.21%
Total	179,355		188,265		194,959		197,929		195,971	

Figure 2 reveals the distribution of Tennessee students between public and independent institutions in the state over the past five years. The percentage of Tennesseans enrolled in public institutions increased from 87.5% in Fall 1990 to 87.8% in Fall 1994. Of 47,727 students enrolled in independent institutions in Fall 1994, 23,936 (50.2%) were Tennessee residents. The percentage of Tennesseans enrolled in independent institutions has remained at 50% throughout this period. Of 190,838 students enrolled in public institutions in Fall 1994, 172,035 (90.1%) were Tennessee residents.

Figure 3: Undergraduate Enrollment by Institution Type

Type	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	% Change 1990-1994
Public Universities	90,492	47.01%	92,567	45.78%	94,262	45.18%	93,749	44.61%	91,784	44.10%	1.43%
Public Two-Year	64,467	33.49%	71,315	35.27%	76,147	36.49%	77,421	36.84%	76,582	36.80%	18.79%
Independent Inst.	37,518	19.49%	38,308	18.95%	38,250	18.33%	38,979	18.55%	39,748	19.10%	5.94%
Totals	192,477		202,190		208,659		210,149		208,114		8.12%

Figure 3 depicts the shift in enrollment between public universities and two-year institutions which has occurred over the past five years. Enrollment growth in public two-year institutions has been at rates 6 to 7 times those of public universities. There has been almost a 6% increase in undergraduate enrollment at independent institutions over the same period of time. Since 1990, there has been over an 8% increase in total undergraduate enrollment in Tennessee.

Figure 4: Undergraduate Enrollment by Gender for Public Institutions

Gender	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	% Change 1990-1994
Female	84,945	54.82%	90,588	55.28%	95,505	56.04%	96,150	56.17%	95,461	56.70%	12.38%
Male	70,014	45.18%	73,294	44.72%	74,904	43.96%	75,020	43.83%	72,905	43.30%	4.13%

Following a national trend, the rate of enrollment of female students in public undergraduate institutions has increased at a faster rate than that of male students. This trend is seen in Figure 4. Female enrollment since 1990 has increased at almost three times the rate of male student enrollment. In 1994, enrollment of female students has increased to 56.7% of the students in Tennessee public higher education institutions. The enrollment of male undergraduate students has increased only 4% since 1990.

Figure 5: Total Enrollment by Gender for Independent Institutions

Gender	1990*	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	% Change 1990-1994
Female	24,308	54.68%	24,508	54.18%	24,714	54.67%	25,148	54.21%	26,207	54.91%	7.81%
Male	20,146	45.32%	20,725	45.82%	20,488	45.33%	21,244	45.79%	21,520	45.09%	6.82%

* An institution did not report gender data in this year, % of total based on available gender data.

The same phenomenon has not been reflected in Tennessee's independent colleges. Increases in total enrollment of male and female students have been very similar between 1990 and 1994 as can be seen in Figure 5.

A complete listing of enrollments in Tennessee public and independent higher education institutions in Fall 1994 is found in Appendix A. A table depicting the trend in enrollments during the past ten-years may be found in Appendix B.

2. By the year 2000, 50% of recent high school graduates will enroll in public higher education institutions in Tennessee.

One important means of improving the level of education of Tennessee's citizens is to encourage more high school graduates to attend college. Figure 6 indicates trends over the past three years in the enrollment of recent high school graduates.

The statistics found in Figure 6 are derived through indirect statistical methods. The figures are rough estimates since we do not yet have an exact means of tracing Tennessee high school graduates into college enrollment. Instead, the

Figure 6: Enrollment of Recent H.S. Graduates in Tennessee Public Colleges

	1991-92 H.S. Grads	Fall 92 Enrollees	1992-93 H.S. Grads	Fall 93 Enrollees	1993-94 H.S. Grads	Fall 94 Enrollees
Number	42,678		42,003		42,334	
Public**		17,507		17,413		17,181
Percent Public		41.02%		41.46%		40.58%
Independent*		3,667		3,957		3,791
Percent Indep.		8.59%		9.42%		8.95%
Total Percent		49.61%		50.88%		49.53%

* Includes first-time, full-time freshmen regardless of age.

** Includes first-time freshmen aged 19 or younger.

number of Tennessee residents under the age of 19 is compared with the previous year's number of high school graduates at public institutions. At independent institutions, the number of first-time, full-time freshmen that are Tennessee residents are also compared to the previous year's high school graduates. The number of high school graduates does not include graduates of independent secondary schools and makes no adjustment for those students who enroll in out-of-state institutions. It is projected that, toward the end of the decade, administrative tracking systems being developed by the Tennessee Department of Education will allow improved linkage with the Student Information System of the Tennessee Higher Education Commission. Estimates in past years by the Department of Education suggest that around half of Tennessee's high school graduates enroll in a college in the fall term following their graduation. Tennessee Higher Education Commission staff estimate that 5% to 10% of these students enroll in out-of-state institutions. It is not known how many others enroll in any college in later years. This number is not inconsiderable since today's high school graduates may work for several years before pursuing further education.

While the percentages in Figure 6 are only estimates, they are adequate to establish a trend. It should be noted that the percentage has decreased slightly in 1994 compared to previous years.

3. **By the year 2000, graduate and professional enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.**

Graduate and professional school enrollment in Tennessee's public institutions, as shown in Figure 7, has increased by more than 15% since 1990. Graduate and professional school enrollment has grown by a similar amount at independent colleges and universities. Over 26% of Tennessee's graduate and professional school enrollment is at independent institutions. Appendix C of this report gives a listing by academic area of enrollments in public graduate and professional schools.

Figure 7: Graduate & Professional School Enrollment

	1990	1991	1992	1993	1994	% Change 1990-1994
Public	19,457	19,936	20,983	22,172	22,472	15.50%
Independent	6,936	6,925	7,108	7,413	7,979	15.04%

4. **By the year 2000, headcount enrollment in the technology centers will reach 24,000¹ students per year.**

As revealed in Figure 8, both headcount and FTE enrollments in Tennessee Technology Centers (formerly area vocational/technical schools) have continued to decline. This decline in enrollment continues to be of concern to the Commission since the programs offered in the technology centers provide critical skills to Tennessee citizens and these skills will prove vital to the economic viability of the state as it moves into the next decade. This declining enrollment trend can be partially explained by an improved economy. As the economy improves, total enrollment tends to decline; as students are attracted back into the job market. One would expect that the proposed improvements in facilities and equipment for the technology centers should increase their ability to attract students.

Figure 8: Technology Center Enrollment

	1991-92	1992-93	1993-94	% Change 1992-1994
Headcount	30,930	30,970	29,668	-4.08%
FTE	5,929	5,676	5,506	-7.13%

5. **By the year 2000, enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%.**

Figure 9: Undergraduate Enrollment by Age Group for Public Institutions

Age Group	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total	% Change 1990-1994
Under 25	98,357	63.47%	102,695	62.66%	105,148	61.70%	110,450	64.53%	103,305	61.36%	5.03%
25 to 30	22,837	14.74%	24,615	15.02%	26,045	15.28%	23,313	13.62%	25,849	15.35%	13.19%
31 to 45	28,280	18.25%	30,733	18.75%	32,697	19.19%	31,526	18.42%	32,032	19.03%	13.27%
Over 45	5,482	3.54%	5,837	3.56%	6,519	3.83%	5,881	3.44%	7,165	4.26%	30.70%

Enrollment patterns in the various age groups fluctuate from year to year. Currently, approximately 39% of college students are over the age of 25. These enrollment patterns are controlled by various factors, not the least of which is economic climate. In times of recession, citizens in the 20 to 30 year age group are most often affected by fluctuations in employment opportunities. When the economy moves out of a recessionary period, it is this group which first returns to the work force. Since the state's economy has recently been in a recessionary period, it is not surprising that the enrollment of students between the ages of 25 and 30 has increased slightly in Fall 1994. The master plan for Tennessee

¹ In the original *Tennessee Challenge 2000 goals*, the figure of 24,000 was projected as the average enrollment over four quarters. A more accurate gauge of technology center enrollment has been developed, a total unduplicated headcount of an entire year's enrollment. Based on this change, the goal has been changed to 35,000 students by the year 2000.

higher education, *Higher Education Serving Tennessee*, identified the student aged 25 to 45 as a key element in preparing Tennessee with skills necessary for a healthy economy. Serving this age group continues to be a high priority for public higher education. Figure 9 depicts enrollment trends in four age groups from 1990 through 1994. Of particular interest is the 13.2% increase in the participation of students aged 25 to 45 at public institutions since 1990.

Enrollment patterns for independent colleges tend to give slightly more emphasis to traditional college-age (18 to 25) groups. Tennessee is no exception; over 75% of enrollment in independent colleges and universities in the state is under the age of 26. Figure 10 shows enrollment by age group in independent institutions for Fall 1993 and 1994. A not reported category is included because some age information was not reported in 1993. Due to the large number of not reported responses in 1993, caution should be used in comparing percentages from 1993 to 1994.

Figure 10: Enrollment by Age for Indep. Colleges

Age Group	1993	% of Total	1994	% of Total
Under 26	31,689	68.31%	35,872	75.16%
26 to 29	3,297	7.11%	3,600	7.54%
30 to 45	5,189	11.19%	6,328	13.26%
46 and over	1,547	3.33%	1,598	3.35%
Not Reported	4,670	10.07%	329	0.69%

6. **By the year 2000, public universities in Tennessee will graduate at least 51% of students within six years of enrollment.**

Benchmark 6 and 7 both address persistence-to-graduation data and the reports on both are combined following Benchmark 7.

7. **By the year 2000, two-year institutions in Tennessee will graduate at least 25%² of students within three years of enrollment.**

Commission staff have done considerable research into methods of calculating persistence-to-graduation statistics for Tennessee's public institutions. In developing the statistics for this part of the report, a cohort is identified as all students enrolling as first-time, full-time, degree-seeking students in a particular Fall term. Graduation records for all state institutions are compared with the cohort for a six-year period. Any record of a successful completion is found and credited to the institutions which initially enrolled that student. Some examples: A student enrolling at a university or two-year institution who completes a degree at that institution is counted as a successful completion. A student enrolling at a two-year institution who transfers to a university and later receives a degree there is counted as a successful completion.

Formerly, calculation of persistence-to-graduation statistics for two-year institutions were traced only for a three-year period. This three year span is reasonable for students who enter college relatively well prepared and who are able to attend full time. However, most students in Tennessee public two-year institutions are employed and only able to attend college on a part-time basis. Over 70% of students who ultimately graduate from such schools begin as part-time students. In addition, increased admissions requirements at universities and open-door admissions policies at two-year institutions have resulted in more students enrolling at two-year institutions who need moderate or extensive remedial or developmental coursework to prepare them for college-level work. Because of these factors, the methodology of calculating two-year college completion rates has been altered to allow for tracking students over six years after initial matriculation. It must be recognized that completion statistics are, at best, estimates of the actual rates. Large numbers of students are not included in the cohort which is traced to completion. Those ignored by current calculations include any student who first enrolls as a part-time student or any student who begins at an independent institution or an out-of-state institution and who transfers to a Tennessee public institution.

² Due to the change in methodology of calculating two-year college completion rates, explained in the body of the report, this goal has been reset to 35% of students within six years of enrollment.

Figure 11 depicts completion statistics for public universities and two-year institutions for the past three years and the most recent statistics for independent institutions. Readers will note that the cohort persistence rate has increased over 1.6% at public universities and over 1.1% at two year institutions. It is likely that these increases are due to the more stringent admissions standards at universities, more rigorous high school completion requirements, and the increased success of developmental programs in all the public institutions. Great care must be taken in interpreting graduation statistics. It has been suggested that the reverse of these statistics can be regarded as a "drop-out" rate. That is not the case since graduation statistics are very limited in that they trace a particular cohort of students (full-time, first-time, degree-seeking) and trace them to completion. The statistics do not reflect other successful completions and/or transfers. Completion rates for independent institutions, as shown in Figure 11, are virtually the same as in the previous year, and compare favorably with national averages for such institutions. Much research has been done on factors which affect persistence-to-graduation rates. Among the most important factors are selectivity of admissions criteria, residence status of students, accessibility of faculty by students, and increased involvement of students in campus activities. Figure 12 shows completion rates at the state's technology centers. There has been a steady increase in these center's persistence rates. Appendix D presents detailed information for all state institutions.

Figure 11: Persistence to Graduation (Percent)

	1986-92	1987-93	1988-94
Public Universities	42.92%	43.28%	44.53%
Public Two-Year Institutions	25.21%	26.87%	26.34%
Independent Institutions		52.30%	51.30%

Figure 12: Persistence at Technology Centers (formerly Area Schools)

	1990-92	1991-93	1992-94
Number	4,930	4,798	4,751
Percent	52%	54%	55%

Much research has been done to determine factors which influence graduation rates and one which seems to bear very strongly on these rates is an institution's ability to retain students from their initial enrollment as freshmen into their sophomore year. Most students who fail to graduate drop-out during the first year of college. Some of these students will return at a later date and these students are often successful at that stage. Figure 13 tracks student retention in Tennessee by identifying all full-time, first-time freshmen in Fall 1993 and identifying how many of that cohort were still enrolled in college in Fall 1994.

Figure 13: Retention from Freshman to Sophomore Year

	Freshmen Fall '93	Return Fall '94	Percentage
Public Two-Year Institutions	8,705	5,258	60.40%
Public Universities	12,493	9,931	79.49%
Totals	21,198	15,189	71.65%

Figures 14 and 15 present the numbers of graduates in public and independent colleges in the state. Figure 14

Figure 14: Degrees and Other Awards from Public Institutions, 1993-94

	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Universities	82	492	13,344	655	4,120	133	444	19,270
Two-Year Schools	786	5,130						5,916
Total	868	5,622	13,344	655	4,120	133	444	25,186

includes the most recent year for public institutions, 1993-94. The total number of awards rose 1.9% over the previous year. This slight increase was driven by an increase in associate (4.6%), professional (1.7%), masters (14.5%) and educational specialist (29.1%) degrees. A decline over 1992-93 degrees awarded occurred among certificate (-19.3%) and doctoral (-0.7%) degrees. Appendices E, F, and G give detailed listing of awards by discipline area in state universities, two-year institutions, and technology centers.

Figure 15 includes the most recently available year for independent institutions, 1991-

Figure 15: Degrees and Other Awards from Independent Institutions

	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
1991-92	757	6,561	730	1,449	0	252	9,749

92. Although it is impossible to make exact comparisons for statistics of different years, it is important to note that independent colleges and universities in the state produce a number of professional degrees. These awards include professional degrees in Theology which are not available at public institutions. Independent institutions accounted for 13% of associate degrees, 34% of bachelor's degrees, 30% of master's degrees, 52% of professional degrees, 36% of doctoral degrees and 30% of all degrees awarded in 1991-92.

8. By the year 2000, 75% of students completing university parallel degree programs at public community colleges will enroll in baccalaureate degree programs at state universities.

Figure 16 provides a view of the most recent data on the immediate transfer of community college graduates into

Figure 16: Transfers of Community College University Parallel Majors

	1991-92 Graduates	Transfers Fall 92	1992-93 Graduates	Transfers Fall 93	1993-94 Graduates	Transfers Fall 94
Number	1,346	679	1,440	710	1,616	776
Percent		50.45%		49.31%		48.02%

the state universities. The state's twelve community colleges offer Associate of Arts and Associate of Science degrees which are intended to prepare students for transfer into university level study. These are called university parallel programs. The tracking method currently in use to measure the success of these programs follows all two-year college graduates and identifies those who enroll at a state university during the fall term following their graduation. It must be recognized that a percentage of students in university parallel programs do not immediately enroll at a university following their graduation from a two-year college. Another complicating factor is that some students who graduate from applied science degree programs may decide after graduation that they wish to pursue a baccalaureate degree program. Another fact to be considered is that some students transfer without completing the two-year college program and receiving an associate degree. As shown in Figure 16, there was a slight increase in the number of students who took advantage of the university parallel program.

The present generation of college students is far more mobile than were previous generations. It is not unusual for a student to attend two or more institutions before receiving a degree. The pattern of transfers is often pictured as occurring in only one direction, from two-year institutions to universities. However, it is increasingly common

Figure 17: Transfers to Public Universities

	1992	1993	1994
From Public 2-year Institutions	3,074	3,463	3,390
From other Public Universities	1,296	1,361	1,302
From Independent Institutions	984	776	766
From Out-of-state Institutions	3,486	3,648	3,729
Totals	8,840	9,248	9,187

for students to transfer from a university to a two-year institution, often transferring back to the originating university or another institution at a later date. There are also other patterns of transfer involving transfers between universities, transfers between two-year institutions, transfers between public and independent colleges, and out-of-state transfers. In any given fall term, between 10% and 15% of students who enroll in a Tennessee public institution were enrolled in another institution the previous year. Figure 17 shows the patterns of transfers to the state's public universities. For 1994, 8% of the total enrollment at public universities are transfer students.

Figure 18 shows the patterns of transfers to public two-year institutions. Transfer students make up almost 9% of total enrollment. It is also significant that, in relation to total enrollment, almost as many students transfer from a university to a two-year institution as from a two-year institution to a university. Both types of

Figure 18: Transfers to Public Two-Year Institutions

	1992	1993	1994
From Public Universities	2,286	2,780	2,473
From other 2-year institutions	930	1,207	1,151
From Independent Institutions	661	769	723
From Out-of-state Institutions	2,346	2,830	2,432
Totals	6,223	7,586	6,779

institutions accept a number of out-of-state transfer students each year. In all public institutions, out-of-state transfer students make up just over 3.2% of the total enrollment.

There is also considerable transfer activity between the independent sector and public two-year institutions. Figure 19 shows that activity for the past three years. In this period, transfers from two-year public institutions to independent institutions increased 16.5%. Transfers from

Figure 19: Transfers Between Independent Colleges and Universities and Public Two-Year Institutions

	1992*	1993*	1994
From Independent to 2-year	661	769	723
From 2-year to Independent	1,438	1,579	1,675

* Revised counts.

independent to two-year public institutions increased 9.4% during the same time period. Appendices H and I provide more detailed information on the transfer activity in this section of the report.

9. **By the year 2000, the racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.**

Figure 20: Undergraduate Enrollment by Race for Public Institutions

Race	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total
Black	21,881	14.12%	24,280	14.82%	25,936	15.22%	26,498	15.48%	26,646	15.83%
White	129,400	83.51%	135,536	82.70%	139,884	82.09%	139,873	81.72%	136,779	81.24%
Other	3,678	2.37%	4,066	2.48%	4,588	2.69%	4,799	2.80%	4,941	2.93%

Enrollment of African-American citizens of Tennessee in public institutions continues to increase. There were 26,646 African-Americans enrolled as undergraduates in 1994 and 2,117 enrolled as graduate or professional students. Figure 20 shows the undergraduate enrollment patterns by race for the past five years. It can be seen that the percentage of African-American undergraduate students has risen from 14.1% in 1990 to over 15.8% in Fall of 1994. During that same period, the enrollment of White students has declined slightly, from 83.5% to 81.2%.

Figure 21: Graduate & Professional School Enrollment by Race for Public Institutions

Race	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total
Black	1,560	8.02%	1,589	7.97%	1,751	8.34%	1,926	8.69%	2,117	9.42%
White	16,460	84.60%	16,734	83.94%	17,556	83.67%	18,442	83.18%	18,571	82.64%
Other	1,437	7.39%	1,613	8.09%	1,676	7.99%	1,804	8.14%	1,784	7.94%

Figure 21 indicates the growth in graduate and professional school enrollment from 1990 through 1994 by race at public institutions. Enrollment of African-American students in these schools has increased from 8.0% to 9.4% of enrollment. Enrollment of White students has changed slightly, from 84.6% to 82.6%. Other race enrollment (primarily Asian and Hispanic) has remained relatively steady at public institutions. Less than 3% at the undergraduate level and around 8% at the graduate and professional level. Appendix J contains an analysis of African-American enrollment in public institutions for the past five years.

Figure 22: Total Enrollment by Race for Independent Institutions

Race	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total	1994	% of Total
Black	6,668	14.89%	6,607	14.61%	6,507	14.40%	6,736	14.52%	6,701	14.04%
White	35,120	78.40%	35,663	78.87%	35,398	78.31%	36,163	77.95%	36,959	77.44%
Other*	3,007	6.71%	2,945	6.51%	3,297	7.29%	3,493	7.53%	4,067	8.52%

* Includes Asian, American Indian, Hispanic, foreign-born and students who did not report a race.

Enrollment of African-American students in the independent sector is comparable to that of public institutions. Over 14% of total enrollment in independent institutions is African-American. A fairly high proportion of that enrollment is in five historically Black institutions. Figure 22 shows a history of enrollment by race in all independent institutions for the past five years.

Enrollment of African-American students in the technology centers, as shown in Figure 23, has continued to decrease. There has been an overall decrease in enrollment in these institutions of over 4% in the past three years, and African-American enrollment has decreased by around 2% during that same period.

Figure 23: Technology Center Enrollment by Race

	1992	1993	1994	% Change 1992-1994
Black	3,155	3,139	3,091	-2.03%
White	27,448	27,446	26,154	-4.71%
Other	327	385	423	29.36%

- 10. By the year 2000, rates of persistence to graduation will be the same for Blacks as for other racial groups.**

The change in methodology for calculating persistence statistics (as detailed under Goal A, Benchmarks 6 and 7) has revealed an increase in persistence rates for African-American students at both university and two-year college levels. Figure 24 shows that the university persistence rate for African-American students has increased over 3.6% since 1992. At the two year institutions, the 3.8% increase in African-American students persistence was slightly higher than the universities' increase.

Figure 24: Persistence to Graduation by Race (Public Institutions)

		1986-92	1987-93	1988-94
Universities	Black	27.80%	30.47%	31.42%
	White	45.96%	45.61%	47.39%
		1986-92	1987-93	1988-94
Two Year	Black	9.96%	13.22%	13.74%
	White	29.00%	30.00%	29.09%

Goal B: By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

Benchmarks:

- 1. By the year 2000, the average ACT COMP scores of graduates of Tennessee's public universities will average 188.5.**

Figure 25 is a chart that shows the general education outcome scores. ACT COMP (American College Testing College Outcomes Measures Program) scores from 1984 to 1994 are shown and the new College Base test results are also included. The 1992-93 academic year was the beginning of a new cycle of Performance Funding. As a part of the revised standards for Performance Funding, institutions were allowed to choose whether they would continue to use the ACT COMP as a measure of general education outcomes or would change to either of two other nationally standardized tests. Approximately half of the universities and half of the two-year institutions chose to continue the ACT COMP and the others chose to use the College Base test that is published by Riverside Publishing Company. The most important fact to be gleaned from the chart is that, after two years in which Tennessee graduates slipped slightly below national norms on the ACT COMP, they are again above the national norm. What appears to be a drop in the national norm is actually a result of the shifting norm group with which Tennessee is compared. Several of the institutions that chose to use the College Base Examination were among those with the highest admission standards. This reduced the norm group scores for the state for those institutions who chose to remain with the ACT COMP Examination. Appendix K provides scores for each institution including ACT COMP scores for the past three years. It should be noted that the average Tennessee ACT COMP score has gained slightly each of the past three years. It appears that a similar shift in normative data occurred in the College Base for 1994. Tennessee institutions continue to be above the norm on the College Base in 1994.

Figure 25: General Education Outcomes Averages

		1984-86	1986-88	1988-90	1990-92	1993	1994
ACT COMP	Tennessee	185.4	185.4	184.7	182.2	181.8	183.1
	Norm Group	185.2	185.2	184.6	183.1	180.1	180.1
COLLEGE BASE	Tennessee					306.4	308.0
	Norm Group					304.7	300.0

Additional reports that are related to this goal are presented in the appendices. They are:

Appendix L - A report of the percentages of students accepted into institutions from those who applied for admission and percentages of students enrolling who were regularly admitted as well as those admitted under alternative methods. It should be noted that, in Fall 1994, Tennessee's public universities accepted a lower number of students from those who applied for admission than they did in 1993. In Fall 1993, 23,653 (78.6%) were accepted from the 30,076 who applied. In Fall 1994, 23,041 (71.6%) were accepted from the 32,193 who applied for admission. Alternative admissions were slightly higher compared to 1993. In Fall 1993, 1,118 students (4.7%) were accepted through alternative means. In Fall 1994, 1,148 (5.0%) were accepted through this method.

Appendix M - Average entering ACT scores for each institution. These scores are taken from ACT reports and reflect the average entering score for all students who took the ACT Examination and who were accepted by the institution in Fall 1994.

Appendix N - Numbers and percentages of students enrolled in remedial and developmental courses. Reports on remedial and developmental coursework can sometimes be subject to misinterpretation since they do not separate the student who merely needs one course, perhaps a writing course or a refresher math course, from the student who needs significant course work in order to be fully ready to begin college work. In the three rightmost columns of Appendix N an attempt is made to look only at students who need significant help; that is, who are taking more than one remedial or developmental course. Other columns in Appendix N also contain relevant information. The total number of students enrolled in remedial or development coursework from 1992 through 1994 are found in the fifth, sixth, and

seventh columns of the chart. In all institutions, the total percentage of students enrolled in any amount of remedial or developmental coursework has declined from 55.7% in 1992 to 54.2% in 1994.

Appendix O shows the need for remedial or developmental coursework of students 18 years of age or younger. These are students who graduated only three months before matriculation into college. Figure 26 is a summary of data in Appendix O. It should be noted that over 73% of these students who entered the public universities needed no remedial or developmental coursework. In all institutions, only 3.6% of the students were taking only remedial coursework, 26.7% taking only developmental coursework and 10.3% taking a mix of remedial/developmental courses.

Figure 26: Need for Remedial or Developmental Coursework of 1994 High School Graduates

	Taking No R&D	Taking Only Developmental	Taking Only Remedial	Taking Mix of R&D
Universities	73.39%	21.46%	1.86%	3.29%
Two-Year Institutions	33.66%	36.21%	6.81%	23.21%
All Levels	59.41%	26.65%	3.60%	10.34%

2. **By the year 2000, passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.**

Figure 27 includes national licensure examination pass rates for 1992 through 1994. Tennessee graduates continue to perform at or above national averages on licensure examinations. Of particular interest is that on over 70% of the listed examinations, the 1994 average pass rates are the same or higher than the 1992 rates. The only decreases in pass rates since 1992 have been in Nursing (0.5%), Dentistry (2.4%), and Medicine, Part II (1.0%). The Engineering pass rate has increased almost 13% over this same three year period. The Dental Hygiene pass rate has also increased substantially since 1992.

Figure 27: National Licensure Examinations Pass Rates

	1992		1993		1994	
Test	Number	Percent	Number	Percent	Number	Percent
Medical Technology	23	87.0%	34	79.7%	26	88.4%
Dental Hygiene	43	92.9%	39	90.0%	47	100.0%
Engineering	476	52.8%	643	55.2%	583	65.7%
Nursing	468	92.0%	449	93.7%	533	91.5%
Law	218	85.7%	207	85.6%	215	88.3%
Dentistry	56	95.5%	62	87.4%	62	93.1%
Pharmacy	69	98.6%	72	100.0%	74	100.0%
Physical Therapy	56	100.0%	80	100.0%	177	100.0%
Medicine, Part I	199	86.0%	214	89.2%	222	86.0%
Medicine, Part II	190	92.6%	184	89.1%	203	91.6%
Medicine, Part III ¹	--	--	--	--	153	91.0%

¹ New part of medicine licensure examinations.

3. **By the year 2000, 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.** (See Goal 8, Benchmark 8 for data concerning transfer rates.)
4. **By the year 2000, rates of transfer from public community colleges to state universities in Tennessee will be the same for Blacks as for other racial groups.**

Figure 28 reveals transfer rates for African-American students and total transfer rates. In 1990-91, only 26

Figure 28: Transfer Rates by Race-University Parallel Students at Community Colleges

	1991-92			1992-93			1993-94		
	Grads	At Univ.	Percent	Grads	At Univ.	Percent	Grads	At Univ.	Percent
Black	120	56	46.67%	137	65	47.45%	161	56	34.78%
Total	1,346	679	50.45%	1,440	710	49.31%	1,616	776	48.02%

African-American graduates of two-year institutions transferred to universities. These 26 students represented only 29% of two-year college graduates who subsequently transferred. In 1994, 56 students representing 34.8% of African-American graduates transferred. This rate of transfer has dropped significantly this year; a decline of over 13% compared to the total transfer rate. This drop is in part due to the dramatic increase in the number of African-American graduates from community college parallel programs; an increase of 17.5% over 1993, as well as a decrease of 13.8% in the number of African-

Americans enrolling at a university the following fall semester. It should once again be stressed that this statistic measures only immediate transfer. Some graduates of university parallel programs do not immediately enroll at a university the following fall semester. Another complicating factor is that some students who graduate from applied science degree programs may decide after graduation that they wish to pursue a baccalaureate degree program. Another fact to be considered is that some students transfer without completing the two-year college program and receiving an associate degree.

5. **By the year 2000, a Superior Teaching Program will be fully funded and implemented across the state.**

Funding for the first phase of the Superior Teaching Program, statewide awards for college and university teachers, has not yet been available.

6. **By the year 2000, cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.**

A very important indicator of an institution's commitment to currency in its library collection is the number of volumes purchased in a given year. Figure 29 compares the number of volumes added to collections in 1989-90 with those added during the past

Figure 29: Expenditures on Books

	1989-90	1992-93	1993-94	% Change 1989-1994
Volumes Added	146,516	159,849	147,047	0.36%
Expenditures on Books (X 1000)	\$3,423	\$7,077	\$6,863	100.50%

year in all public colleges and universities in the state. The data show a slight change in the number of volumes added. However, the cost of adding these volumes compared to 1992-93 has declined slightly.

Other Benchmarks of Quality

One important area is the accreditation of academic and professional programs. Figure 30 reports the status of accreditation of specialized programs in public institutions. Appendices' Q and R list accreditation by program for all public higher education institutions.

Figure 30: Accreditation

	Accreditabl e	Accredite d	% Accredited
Universities	385	327	84.94%
Two-Year Institutions	78	78	100.00%

Figure 31 reports on the percentage of courses taught by full-time faculty, part-time faculty, and graduate assistants (in universities) in 1994. Faculty teach most of the courses in the UT system with almost 90% of courses taught by full or part-time faculty. At TBR universities, approximately 82% of courses are taught by full or part-time faculty. A report by institution is found in Appendix S for all public institutions.

Figure 31: Percent of Courses taught by Full-time Faculty, Part-time Faculty, and Graduate Assistants

	Full-Time Faculty	Part- Time Faculty	Graduate Assistants
TBR Universities	59.1%	22.6%	12.8%
UT System	68.7%	20.8%	10.6%
Two-Year Institutions	55.9%	39.3%	

Job placement rates for vocational programs at Tennessee's two-year colleges and technology centers may be found in Appendix T.

Legislation requires that this report present the numbers of students enrolled at correctional institutions. In Fall 1994, there were 80 students enrolled at sites identified as correctional institutions. This number represents less than one-half of one percent of the total enrollment. It cannot be said with assurance that all these students are inmates since guards and other correctional employees may also enroll in these courses.

Also included in this report as Appendix U are the results of the 1989-90 and 1991-92 alumni survey by category. Each category is composed of a number of survey questions covering six areas: satisfaction, involvement, personal development, learning, instruction and advising in the major, and the curriculum in the major. These results show the average score, the percentage change from 1989-90 to 1991-92, and the university and community college norm for each category. This data is also reported every other year.

Goal C: By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.

Benchmarks:

- 1. By the year 2000, 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be Black.**

Figure 32 is a report on teacher education completers since 1989-90. This table does not include persons seeking graduate degrees but does include all baccalaureate program completers and those completing teacher education requirements who already

possess a degree. Although there has been a slight decline in teacher education completers at public institutions since 1989-90, there has been a 46.3% increase in African-American completers. Approximately 34% of teacher education completers in 1993-94 were graduates of independent institutions.

Figure 32: Teacher Education Completers

		1989-90	1990-91	1991-92	1992-93	1993-94	% Change 1990-94
Public	Total	1,531	1,379	1,799	1,571	1,448	-5.42%
	Black	54	54	61	78	79	46.30%
Independent	Total	754	883	891	846	741	-1.72%
	Black	25	37	43	36	19	-24.00%
Total	Total	2,285	2,262	2,690	2,417	2,189	-4.20%
	Black	79	91	104	114	98	24.05%

- 2. By the year 2000, 95% of teacher education graduates in Tennessee's public universities will pass the NTE or an equivalent examination.**

Figure 33 contains statistics concerning pass rates on the National Teacher Examination. The apparent drop in pass rates from 1990-91 to 1991-92 is due to changes in state policy which raised the cut-off scores for passing the Exam. For 1992-93, public and independent institutions had similar pass rates. A total of 2,517 students completed the NTE examinations in 1992-93.

Figure 33: NTE Pass Rate

		1988-89	1989-90	1990-91	1991-92	1992-93
Public	No. Passed	1,330	1,640	1,486	1,668	1,676
	% Passing	94.89%	96.59%	94.68%	87.61%	91.99%
Independent	No. Passed	722	742	855	912	841
	% Passing	95.38%	89.83%	96.84%	87.17%	92.93%

Note: pass rate declined in 91-92 due to changes in cut-off scores.

Goal D: By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.

Benchmarks:

- Expenditures on research at universities from restricted accounts will reach \$230,000,000 by the year 2000.**

Figure 34 contains data showing growth in research expenditures at public universities. These increases have been gratifying. The increase in 1993-94 over 1991-92 was over 17%. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. However, it should be noted that, after adjusting for inflation, there has been a slight decline in research expenditures in 1993-94 compared to 1992-93.

Figure 34: Research Expenditures at Public Universities

	1991-92	1992-93	1993-94	% Change 1992-1994
Actual Expenditures	\$100,403,000	\$111,455,000	\$117,770,305	17.30%
Adjusted for Inflation	\$87,250,000	\$93,734,000	\$93,509,622	7.17%

- Expenditures on public service at universities from restricted accounts will reach \$43,000,000 by the year 2000.**

Figure 35 shows the growth in public service expenditures. The growth of spending from 1991-92 to 1993-94 has slightly exceeded that of research spending with a growth rate of 24.6%. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. Once again it should be noted that, after adjusting for inflation, there has been a slight decline in public service expenditures in 1993-94 compared to 1992-93.

Figure 35: Public Service Expenditures at Public Universities

	1991-92	1992-93	1993-94	% Change 1992-1994
Actual Expenditures	\$32,199,826	\$38,539,000	\$40,112,052	24.57%
Adjusted for Inflation	\$27,978,429	\$32,411,000	\$31,848,969	13.83%

Tennessee's independent colleges and universities play an important part in research and public service. Figure 36 depicts revised expenditures for research and public service for all independent institutions for 1991-92 and 1992-93. The expenditure of research and public service efforts are not evenly distributed across all institutions in the independent sector; the bulk of the expenditures occur at three institutions, Vanderbilt University, Meharry Medical College, and Southern College of Optometry.

Figure 36: Research and Public Service, Independent Institutions

	1991-92	1992-93	% Change 1991-1993
Research Expenditures	\$78,968,478	\$85,063,402	7.72%
Public Service Expenditures	\$57,927,161	\$65,467,792	13.02%

Goal E: By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.

Benchmarks:

- 1. By the year 2000, faculty salaries at Tennessee public institutions will be above those of their peers in other states.**

Figure 37 gives 1993-94 salary comparisons with peer institutions. The composition of peer groups underwent a major review and revision in 1994. According to this process, 10 peer institutions were selected for these four groups/institutions based on a number of objective criteria. Peer institutions were limited to the 15 member states of the Southern Regional Education Board (SREB). This revision resulted in a slight

decline in the relationship between peers and Tennessee faculty between 1992-93 and 1993-94 among three of the four groups. At the University of Tennessee, Knoxville the decline was from 94.9% to 93.8%, University of Memphis declined from 96.4% to 92.5%, other universities declined from 101% to 95.6%, and two-year institutions improved from 98.9% to 99.4%. However, it should be noted that the percentages from last year's report were based on a different group of peers; caution should be used in interpreting these differences.

Figure 38 shows percentage comparisons in faculty salaries for the past three years. Caution should be exercised in comparing percentages across years due to the changes in the makeup of the peer group composite. The 1993-94 salary averages are based on the new peer institutions recommended by the Formula Task Force and adopted by the Tennessee Higher Education Commission.

Figure 37: 1993-94 Salary Comparisons

	Average Salary	Peer* Average	% of Peer
University of Tennessee, Knoxville	\$50,100	\$53,400	93.82%
University of Memphis	\$44,300	\$47,900	92.48%
All Other Universities	\$41,100	\$43,000	95.58%
All Two-Year Institutions	\$32,700	\$32,900	99.39%

* Based on new (SREB) peer group information.

Figure 38: Percentage Comparisons

	% in 1991-92	% in 1992-93	% in 1993-94
University of Tennessee, Knoxville	90.10%	94.90%	93.82%
University of Memphis	94.30%	96.44%	92.48%
All Other Universities	95.80%	100.97%	95.58%
All Two-Year Institutions	98.50%	98.88%	99.39%

Goal F: By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of *Tennessee Challenge 2000*.

Benchmarks:

1. **By the year 2000, Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.**

Tennessee's public higher education institutions have always worked assiduously to merit the confidence placed in them by the citizens of Tennessee and their elected representatives. An example of Tennessee's commitment to higher education can be found by examining the changing state appropriation for higher education. Figure 39 is based on the latest available data from the Department of Finance and Administration. Tennessee's General Assembly continues to support higher education. In a national study, Tennessee was found to be second in the nation in the percentage increase in state spending for higher education over the years 1991 and 1992.

Figure 39: State Appropriations for Higher Education

FY 1990	FY 1991	FY 1992	FY 1993	FY 1994
\$707,245,600	\$709,434,000	\$676,442,900	\$758,406,200	\$825,932,300

Financial Health of Independent Colleges and Universities

This data is a reprint of the information contained in the fourth annual *Challenge 2000* report. The financial health of independent colleges and universities is critical to these institutions' continued contributions to higher education in Tennessee. Figure 40 presents four key financial ratios that are used to evaluate the financial health of higher education institutions. The first of these, the net revenue ratio, is calculated by subtracting the total current expenditures from the total current fund revenues and dividing the result by the total current expenditures. A positive ratio of one to three percent over a three to five year trend line indicates a strong financial condition.

Figure 40: Key Financial Ratios, Independent Colleges

Year	Net Revenue Ratio	Tuition & Fees Contribution Ratio	Gifts and Grants Ratio	Instructional Cost Ratio
1986-87	1.45%	44.33%	16.49%	30.95%
1987-88	-0.02%	44.95%	14.55%	29.63%
1988-89	2.19%	45.38%	13.72%	28.73%
1989-90	0.15%	45.50%	12.54%	33.11%
1990-91	1.79%	46.17%	12.45%	32.90%
1991-92	1.84%	45.50%	13.17%	33.57%
1992-93	1.07%	46.33%	12.81%	32.29%

The second ratio, tuition and fees contribution, is calculated by dividing total tuition and fee revenue by total educational and general expenditures. Ideally, this ratio should decline over the long term as gifts and endowment are developed to contribute to educational and general expenditures. A dramatic rise in this index might signal an over-reliance on tuition revenue to support the institution. Most liberal arts colleges with small endowments maintain a ratio of between 70 and 80 percent on this index.

The third ratio, gifts and grants, results from dividing the revenue from private gifts and grants by total educational and general expenditures. Most liberal arts colleges with small endowments range between 10% and 15% on this index. Falling below 10% is a sign of an over-dependency on tuition revenue. The decline in the gifts and grants' ratio in Tennessee is reflective of a decrease in support from private sources at many independent institutions over the last six years. It is likely that this decrease was a result of the downturn in the economy. It is hoped that, with the current improvement in the economy, this trend will reverse in coming years.

The fourth ratio, instructional cost, is calculated by dividing the direct expenditures for instruction by total educational and general expenditures. This index reflects an institution's ability to maintain academic quality through its shifting of resources to support the instructional program over a given time

period. This should be a relatively stable index. Colleges seeking to strengthen their academic quality should be increasing their instructional cost ratio as time passes. Most liberal arts colleges with small endowments maintain a ratio on this index of 30% to 40%. In Tennessee, more campus resources have been shifted to faculty salaries and instructional materials to continue the institutions' emphasis on teaching.

A chart detailing the figures used in these calculations is found in Appendix V. This is also a reprint from the fourth annual *Challenge 2000* report.

Declared Enrollment Capacity of Independent Institutions

A survey of independent institutions conducted by the Tennessee Independent Colleges and Universities in Fall 1994 requested campus administrators to estimate their enrollment capacity. The resulting composite figure was 48,368 FTE. Since the total FTE enrollment of independent institutions in Fall 1994 was 43,007 the resulting difference is 5,361 students. A complete listing of the institutional estimates and the supporting data is found in Appendix W. More detailed analysis of this survey must be done since the methods used by institutions to estimate capacity are not consistent. For example, at some institutions, the declared capacity would result in doubling the student-to-faculty ratio and in others the declared capacity would result in a dramatic reduction in the ratio of students to available instructional space.

Of the independent institutions' 24,678 spaces in residence halls available in Fall 1994, 21,334 were in use. This left 3,344 spaces vacant, a vacancy rate of 13.6%.

Student Financial Aid

Tennessee Student Assistance Award Program - Figure 41 is an analysis of the distribution of funds (\$15,696,690) under the Tennessee Student Assistance Award for 1993-94, the latest year for which final figures are available.

Figure 41: Tennessee Student Assistance Awards, 1993-94

Category of Institutions	Undergrad Enrollment	Number of Awards	% Receiving Awards	% of Total Awards	Total Amount of Awards	% of Total Amount	Average Award
Independent Institutions	39,748	3,428	8.62%	17.50%	\$5,628,928	35.86%	\$1,642
Public Two-Year	76,582	4,717	6.16%	24.07%	\$1,566,156	9.98%	\$332
Public Four-Year	91,784	10,651	11.60%	54.36%	\$7,902,463	50.34%	\$742
Technology Centers		226		1.15%	\$15,645	0.10%	\$69
Other		572		2.92%	\$583,498	3.72%	\$1,020
Totals	208,114	19,594			\$15,696,690		\$801

On May 31, 1993, Governor McWherter signed a bill of the General Assembly titled "The Tennessee Student Assistance Awards Restoration Act." The stated purpose of this act was "to restore the value of the Tennessee Student Assistance Award maximum grant to approximate its value in 1981 constant dollars and to provide financially needy students enrolled at Tennessee independent colleges and universities with a state grant of sufficient size to reduce the impact of institutional price on their higher education enrollment decision." The Act linked the maximum award under TSAA to 50% of the amount of out-of-state tuition and fees charged by public institutions. The Act provided \$1.25 million to enable the Tennessee Student Assistance Corporation to carry out the intent. In May 1994, the General Assembly appropriated \$2.4 million for this purpose in 1994-95. Figure 42 is a study of trends since 1989 in the distribution of TSAA funds. The number of awards for independent institutions in 1993-94 was 3,428. This accounted for 17.5% of the total number of awards. Reference to Figure 41 will show that independent institutions enrolled approximately 19% of total undergraduates in higher education

institutions within the state in Fall 1994. Of particular concern is the decline in the percentage of TSAA recipients at independent institutions since 1989-90.

Figure 42: Tennessee Student Assistance Awards, 1989-90 to 1993-94

Category of Institutions	Percentage of Numbers of Awards					% Change 1990-1994
	1989-90	1990-91	1991-92	1992-93	1993-94	
Independent Institutions	20.3%	19.1%	18.2%	18.0%	17.5%	-2.8%
Public Two-Year	18.3%	19.0%	21.2%	22.1%	24.1%	5.8%
Public Four-Year	52.7%	53.4%	55.1%	54.8%	54.4%	1.7%
Technology Centers	1.5%	1.5%	1.3%	1.2%	1.2%	-0.3%
Other	7.2%	7.2%	4.2%	3.9%	2.9%	-4.3%

Category of Institutions	Percentage of Dollar Amount of Awards					% Change 1990-1994
	1989-90	1989-90	1990-91	1992-93	1993-94	
Independent Institutions	35.4%	33.2%	33.5%	31.7%	35.9%	0.5%
Public Two-Year	7.8%	8.4%	9.2%	9.9%	10.0%	2.2%
Public Four-Year	46.1%	47.8%	50.9%	53.0%	50.3%	4.2%
Technology Centers	0.1%	0.2%	0.1%	0.1%	0.1%	0.0%
Other	10.5%	10.4%	6.3%	5.4%	3.7%	-6.8%

Ned McWherter Scholars Program - The Ned McWherter Scholars Program encourages academically talented Tennessee high school graduates to attend college in Tennessee. Applicants for the scholarships must have at least a 3.5 cumulative grade point average and be in the upper 5% of scores on national college entrance tests. The total award is \$5,000 per year. Of this amount, half comes from state funds and half from the institution that accepts the student. The student must attend college full-time and maintain a high grade point average to remain eligible for the grant. Figure 43 shows the institutions in which recipients of the grants were enrolled in 1993-94.

Figure 43: Ned McWherter Scholars Program* (Total of 190 Recipients)

Institution	Number of Students	Institution	Number of Students
Belmont University	1	Tennessee Technological University	20
Carson-Newman College	3	Union University	2
Christian Brothers University	3	University of Memphis	13
David Lipscomb University	6	University of the South	3
East Tennessee State University	5	University of Tennessee, Chattanooga	4
Middle Tennessee State University	3	University of Tennessee, Knoxville	69
Milligan College	1	University of Tennessee, Martin	6
Rhodes College	12	Vanderbilt University	39

* Formerly named Tennessee Academic Scholars Program.

Tennessee Teacher Loan/Scholarship Program - The Teacher Loan/Scholarship Program was authorized by the Comprehensive Education Reform Act of 1984 to encourage outstanding students to enter the teaching profession and to allow existing teachers to retrain in an academic area in which there was a shortage of teachers. These are forgivable loans and are available to Tennessee residents who agree to teach in the Tennessee public K-12 schools upon graduation. The Tennessee General Assembly appropriated \$360,000 for the program for 1993-94. Figure 44 shows the institutions in which these prospective teachers were enrolled in 1993-94.

Figure 44: Tennessee Teacher Loan/Scholarship Program (Total of 178 recipients)

Institution	Number of		Number of
	Students	Institution	Students
Austin Peay State University	7	Maryville College	6
Belmont University	4	Middle Tennessee State University	12
Bethel College	2	Roane State Community College	4
Carson-Newman College	10	Tennessee State University	3
Chattanooga State Comm. College	1	Tennessee Technological University	24
Cumberland University	3	Tennessee Wesleyan College	5
David Lipscomb University	2	Trevecca Nazarene College	1
East Tennessee State University	2	Union University	6
Freed-Hardeman University	4	University of Memphis	17
Lambuth University	2	The Univ. of Tennessee, Chattanooga	5
Lee College	1	The Univ. of Tennessee, Knoxville	42
Lemoyne-Owen College	1	The Univ. of Tennessee, Martin	9
Lincoln Memorial University	3	Vanderbilt University	1
Martin Methodist College	1		

Minority Teaching Fellows Program - The State of Tennessee established the Minority Teaching Fellows Program to encourage talented minority Tennesseans to select teaching as a career choice. The award is for \$5,000 per year to a maximum of \$20,000. Those who receive the award incur an obligation to teach in some Tennessee public school one year for each year of the award. Nineteen such awards are available for freshmen each year. Figure 45 shows the institutions in which these prospective teachers were enrolled in 1993-94.

Figure 45: Tennessee Minority Teaching Fellows Program (Total of 61 recipients)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	3	Tennessee State University	8
Christian Brothers University	1	Tennessee Technological University	1
Jackson State Community College	1	University of Memphis	19
Lambuth University	1	The Univ. of Tennessee, Chattanooga	8
LeMoyne-Owen College	1	The Univ. of Tennessee, Knoxville	9
Middle Tennessee State University	4	The Univ. of Tennessee, Martin	5

Contract Education Program - Tennessee contracts with independent colleges and universities within the state to provide spaces for Tennessee residents in programs that are needed by the state and which are not available in public institutions. Some of these spaces are provided through the Southern Regional Education Board's Regional Contract-for-Services Program and others are contracted directly with institutions. Figure 46 shows the trends for the schools in Tennessee that participate in the Contract Education Program, the numbers of positions contracted for, and the total amount of contracted services. The total number of positions and dollar amount have remained relatively unchanged over the past three years.

Figure 46: Contract Education Program

	1992-93		1993-94		1994-95	
	No. of Student s	Total Amount	No. of Student s	Total Amount	No. of Student s	Total Amount
John A. Gupton College	21	\$38,441	21	\$38,451	20	\$36,620
Maryville College	2	\$4,520	2	\$4,520	2	\$4,520
Meharry Medical College	89	\$1,541,904	87	\$1,523,104	88	\$1,507,474
Southern College of Optometry	73	\$467,200	73	\$485,450	73	\$503,700
Vanderbilt University	8	\$49,669	8	\$50,240	8	\$51,752
Totals	193	\$2,101,734	191	\$2,101,765	191	\$2,104,066

Appendices

- A Fall 1994 Enrollments
- B Ten-Year Enrollment Trends
- C Graduate and Professional School Enrollment
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Appendix A

Fall 1994 Enrollments

Public Universities:	Undergraduate	Graduate & Prof.	Total
Austin Peay State University	6,952	488	7,440
East Tennessee State University	9,298	2,214	11,512
Middle Tennessee State University	15,108	2,012	17,120
Tennessee State University	6,721	1,459	8,180
Tennessee Technological University	7,252	974	8,226
University of Memphis	15,089	4,762	19,851
University of Tennessee, Chattanooga	7,001	1,280	8,281
University of Tennessee, Knoxville	18,622	7,321	25,943
University of Tennessee, Martin	5,347	261	5,608
University of Tennessee, Memphis	394	1,701	2,095
Subtotal	91,784	22,472	114,256
Public Two-Year Institutions:			
Chattanooga State Technical Community College	8,728		8,728
Cleveland State Community College	3,182		3,182
Columbia State Community College	3,541		3,541
Dyersburg State Community College	2,155		2,155
Jackson State Community College	3,301		3,301
Motlow State Community College	3,200		3,200
Northeast State Technical Community College	3,624		3,624
Nashville State Technical Institute	6,424		6,424
Pellissippi State Technical Community College	7,686		7,686
Roane State Community College	5,535		5,535
Shelby State Community College	6,579		6,579
State Technical Institute at Memphis	10,687		10,687
Volunteer State Community College	6,257		6,257
Walters State Community College	5,683		5,683
Subtotal	76,582		76,582
Grand Totals	168,366	22,472	190,838

Fall 1994 Enrollments (continued)

Independent Four-Year Institutions	Undergraduate	Graduate & Prof.	Total
Aquinas College	367		367
Belmont University	2,617	343	2,960
Bethel College	441	42	483
Bryan College	489		489
Carson-Newman College	2,042	121	2,163
Christian Brothers University	1,418	236	1,654
Crichton College	444		444
Cumberland University	970	43	1,013
David Lipscomb University	2,307	91	2,398
Fisk University	842	30	872
Freed-Hardeman University	1,204	263	1,467
Hiwassee College	477		477
John A. Gupton College	75		75
Johnson Bible College	403	50	453
King College	562		562
Knoxville College	727		727
Lambuth University	1,209		1,209
Lane College	667		667
Lee College	2,215		2,215
Lemoyne-Owen College	1,340	65	1,405
Lincoln Memorial University	1,528	386	1,914
Martin Methodist College	468		468
Maryville College	843		843
Meharry Medical College	159	726	885
Memphis College of Art	192	28	220
Milligan College	775	46	821
Rhodes College	1464	5	1,469
Southern College of Optometry		444	444
Southern College of Seventh Day Adventists	1652		1,652
Tennessee Wesleyan College	633		633
Trevecca Nazarene College	973	385	1,358
Tusculum College	1,018	199	1,217
Union University	2,209	108	2,317
University of the South	1,213	85	1,298
Vanderbilt University	5,805	4,283	10,088
Grand Totals	39,748	7,979	47,727

Appendix B

Total Headcount Enrollment Ten-Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1985	148,120	79.69%	37,752	20.31%	185,872
1986	149,541	79.58%	38,380	20.42%	187,921
1987	152,671	79.07%	40,423	20.93%	193,094
1988	155,053	78.20%	43,219	21.80%	198,272
1989	166,549	79.09%	44,045	20.91%	210,594
1990	174,416	79.57%	44,795	20.43%	219,211
1991	183,386	80.22%	45,215	19.78%	228,601
1992	191,548	80.91%	45,202	19.09%	236,750
1993	193,342	80.65%	46,392	19.35%	239,734
1994	190,838	79.99%	47,727	20.01%	238,565

Headcount Enrollment of Tennessee Residents Five-Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1989	149,658	87.29%	21,801	12.71%	171,459
1990	157,015	87.54%	22,340	12.46%	179,355
1991	165,501	87.91%	22,764	12.09%	188,265
1992	172,316	88.39%	22,643	11.61%	194,959
1993	174,316	88.07%	23,613	11.93%	197,929
1994	172,035	87.79%	23,936	12.21%	195,971

Appendix C

Graduate and Professional School Enrollment in Public Universities

Area:	1992	1993	1994
Business	2,181	2,304	2,380
Education	4,315	4,627	4,677
Computer Science and Engineering	1,855	1,879	1,854
Allied Health and Medical Fields	2,586	2,730	2,777
Law	870	897	916
Mathematics and Science	1,314	1,392	1,463
All Others	7,862	8,343	8,405
Totals	20,983	22,172	22,472

Appendix D

Persistence to Graduation at Public Institutions

Universities	1987-1993			1988-1994		
	Black	White	Total ¹	Black	White	Total ¹
Austin Peay State University	18.81%	34.46%	31.40%	28.68%	37.26%	35.43%
East Tennessee State University	29.79%	40.84%	40.02%	33.33%	40.58%	39.62%
Middle Tennessee State University	38.36%	38.30%	38.21%	24.65%	40.87%	38.97%
Tennessee State University	24.94%	18.42%	24.52%	28.05%	19.32%	27.15%
Tennessee Technological University	34.33%	47.66%	46.48%	22.08%	45.23%	43.69%
University of Memphis	31.23%	39.75%	38.25%	36.36%	38.27%	37.65%
University of Tennessee, Chattanooga	39.82%	38.57%	39.05%	29.46%	46.89%	43.96%
University of Tennessee, Knoxville	44.13%	57.81%	57.26%	48.69%	62.23%	61.31%
University of Tennessee, Martin	29.50%	45.08%	43.05%	35.15%	47.55%	45.32%
Overall Averages	30.47%	45.61%	43.28%	31.42%	47.39%	44.53%

¹ Totals also include students of other races than White or African-American.

Two-Year Institutions	1987-1993			1988-1994		
	Black	White	Total ¹	Black	White	Total ¹
Chattanooga State Technical Community College	8.54%	26.35%	23.98%	11.65%	23.04%	21.63%
Cleveland State Community College	4.17%	31.68%	29.92%	8.70%	32.60%	31.14%
Columbia State Community College	22.22%	40.24%	38.76%	16.67%	35.29%	33.88%
Dyersburg State Community College	8.82%	19.88%	18.18%	14.29%	26.61%	24.16%
Jackson State Community College	20.24%	34.94%	31.89%	9.38%	32.03%	27.63%
Motlow State Community College	18.42%	40.63%	38.23%	17.07%	39.68%	36.83%
Northeast State Technical Community College	0	32.37%	32.10%	0	30.25%	30.00%
Nashville State Technical Institute	23.94%	40.41%	37.23%	17.81%	34.65%	31.81%
Pellissippi State Technical Community College	4.76%	27.95%	26.76%	10.71%	24.09%	23.21%
Roane State Community College	5.26%	28.90%	28.23%	4.55%	32.05%	31.24%
Shelby State Community College	9.97%	17.93%	12.53%	11.14%	16.04%	12.85%
State Technical Institute at Memphis	15.38%	22.76%	19.16%	17.88%	23.35%	21.19%
Volunteer State Community College	2.86%	25.99%	24.29%	9.52%	25.69%	24.28%
Walters State Community College	0	26.73%	26.22%	12.50%	32.55%	31.84%
Overall Averages	13.22%	30.00%	26.87%	13.74%	29.09%	26.34%

¹ Totals also include students of other races than White or African-American.

Appendix E

Degrees & Awards: Public Universities

Discipline	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Agriculture			363		58		8	429
Architecture & Related Programs			74		17			91
Area/Ethnic/Cultural Studies			51					51
Marketing Oper./Market & Distribution			79					79
Communications			652		54		7	713
Computer & Information Sciences			161		61		1	223
Education			1,217		1,521	133	144	3,015
Engineering		11	1,144		346		43	1,544
Foreign Languages & Literature			121		8		3	132
Home Economics			362		44		8	414
Technical Education/Industrial Arts		27	0					27
Law & Legal Studies	26		0	260				286
English Language & Literature			409		95		8	512
Liberal Arts & Sciences/Gen. Studies		66	48					114
Library Science			0		51			51
Biological Science/Life Sciences			496		73		49	618
Mathematics			141		48		10	199
Multi/Interdisciplinary Studies	9		377		20			406
Parks, Recreation, Leisure, Fitness			309		117		7	433
Philosophy, Religion, Theology			54		5		3	62
Physical Science			232		57		33	322
Psychology			748		112		47	907
Protective Services/Public Affairs		47	588		221		3	859
Social Sciences			1,181		109		23	1,313
Trade & Industrial			116					116
Visual & Performing Arts			641		81		3	725
Health Professions & Related Services	34	316	1,133	395	349		11	2,238
Bus. Mgmt. & Administrative Serv.	13	26	2,899		674		33	3,645
TOTAL	82	493	13,596	655	4,121	133	444	19,524

Appendix F

Degrees & Awards: Public Two-Year Institutions

Discipline	Certificate	Associate	Total
Agriculture		15	15
Marketing Oper./Market & Distribution	17	21	38
Computer & Information Sciences		68	68
Engineering	34	416	450
Home Economics	13	39	52
Technical Education/Industrial Arts		36	36
Law & Legal Studies		113	113
English Language & Literature		4	4
Liberal Arts & Sciences/Gen. Studies		1,616	1,616
Physical Science	11	71	82
Protective Services/Public Affairs	25	109	134
Trade & Industrial	62	210	272
Visual & Performing Arts	26	42	68
Health Professions & Related Services	379	1,378	1,757
Bus. Mgmt. & Administrative Serv.	222	1,016	1,238
TOTAL	789	5,154	5,943

Appendix G

Awards: Tennessee Technology Centers

Discipline	Certificate	Diploma	Other	Total
Agriculture	3			3
Business	461	203	2,514	3,178
Consumer, Personal & Misc. Services	99	95	26	220
Engineering				0
Health	487	874	678	2,039
Home Economics	6	16	247	269
Personal & Social Development			261	261
Public Affairs & Protective Services				0
Trades & Industrial	1,055	1,135	2,108	4,298
Visual & Performing Arts	7	14		21
TOTAL	2,118	2,337	5,834	10,289

Appendix H

Transfers Into Public Universities

Receiving Institutions ---->

Originating Institutions:	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM	UT Mem	Totals
CSTCC	3	5	37	7	23	4	286	19	3		387
CLSCC	1	4	14	4	17	1	77	36		1	155
COSCC	7		109	8	23	5	7	7	14	1	181
DSCC	3		8	4	1	16		2	79	1	114
JSCC	1	3	28	10	5	22		18	74	2	163
MSCC	1	1	170	6	38	4	22	11	4		257
NSTCC		197	6	1	16						220
NSTI	17		89	78	8	3	3	4	3		205
PSTCC	1	35	19	3	21	3	15	254	3		354
RSCC		21	13	1	124	1	8	107	1		276
SSCC	8	1	5	11	2	186	2	14	17	8	254
STIM	7	1	8	2		142		7	3	2	172
VSCC	29	5	140	114	58	2	6	29	3		386
WSCC	2	122	11	1	19	4	4	102	1		266
From All 2-yr	80	395	657	250	355	393	430	610	205	15	3,390
From Other Public Univ.	47	114	255	110	105	168	88	313	43	59	1,302
From Indep. Coll. & Univ.	33	52	182	54	60	140	45	148	43	9	766
From Out-of State Inst.	718	373	629	258	120	673	211	590	121	36	3,729
Total Trans.	878	934	1,723	672	640	1,374	774	1,661	412	119	9,187

Appendix I

Transfers Into Public Two-Year Institutions

Receiving Institutions ----

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Originating Institutions:	CSTCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NSTCC	NSTI	PSTCC	RSCC	SSCC	STIM	VSCC	WSCC	Totals
APSU	3		8	5	3	2		15	5	2	4	5	29		81
ETSU	11	3	2				99	1	24	15		2	2	35	194
MTSU	24	2	74	3	8	28	1	57	15	10	1	14	97	1	335
TSU	5		14		1			22	4	1	4	15	33		99
TTU	20	6	12	2	3	19	1	7	21	72	1	4	64	5	237
UM	4		4	11	12	1		1	4	2	124	510	4		677
UTC	237	8	1			5	1	2	9	5	1	2	2		273
UTK	31	6	19	1	1	3	13	5	164	54	3	36	19	24	379
UTM			19	43	48	3		4	3	1	28	27	9		185
UTMem												13			13
From All Univ.	335	25	153	65	76	61	115	114	249	162	166	628	259	65	2,473
From Other Public 2-Yr.	128	21	64	36	44	17	18	48	113	124	115	262	111	50	1,151
From Indep. Coll. & Univ.	80	33	59	12	70	8	18	22	52	56	64	133	76	40	723
From Out-of State Inst.	393	58	185	49	59	56	66	87	159	123	196	682	229	90	2,432
Total Trans.	936	137	461	162	249	142	217	271	573	465	541	1,705	675	245	6,779

Appendix J

Enrollment of African-American Students in Tennessee Public Institutions 1990 through 1994, Fall Headcount Enrollments

		% Change		% Change		% Change		% Change		% Change
	1990	1991	1990-1991	1992	1991-1992	1993	1992-1993	1994	1993-1994	1990-1994
Universities:										
APSU	1,103	1,482	34.36%	1,546	4.32%	1,540	-0.39%	1,385	-10.06%	25.57%
ETSU	373	425	13.94%	446	4.94%	457	2.47%	496	8.53%	32.98%
MTSU	1,320	1,441	9.17%	1,636	13.53%	1,843	12.65%	1,711	-7.16%	29.62%
TSU	4,588	4,598	0.22%	4,778	3.91%	4,894	2.43%	5,208	6.42%	13.51%
TTU	278	276	-0.72%	287	3.99%	295	2.79%	263	-10.85%	-5.40%
UM	3,766	3,719	-1.25%	3,957	6.40%	4,099	3.59%	4,207	2.63%	11.71%
UTC	742	774	4.31%	830	7.24%	841	1.33%	930	10.58%	25.34%
UTK	1,341	1,370	2.16%	1,434	4.67%	1,373	-4.25%	1,334	-2.84%	-0.52%
UTM	770	811	5.32%	886	9.25%	865	-2.37%	837	-3.24%	8.70%
UTMHSC	165	195	18.18%	203	4.10%	222	9.36%	221	-0.45%	33.94%
Total University	14,446	15,091	4.46%	16,003	6.04%	16,429	2.66%	16,592	0.99%	14.86%
2-Year Institutions:										
CSTCC	843	886	5.10%	1,029	16.14%	987	-4.08%	1,066	8.00%	26.45%
CLSCC	148	150	1.35%	230	53.33%	167	-27.39%	166	-0.60%	12.16%
COSCC	222	240	8.11%	288	20.00%	273	-5.21%	247	-9.52%	11.26%
DSCC	239	272	13.81%	204	-25.00%	258	26.47%	292	13.18%	22.18%
JSCC	443	480	8.35%	515	7.29%	521	1.17%	523	0.38%	18.06%
MSCC	153	167	9.15%	177	5.99%	177	0.00%	185	4.52%	20.92%
NSTCC	32	55	71.88%	44	-20.00%	67	52.27%	81	20.90%	153.13%
NSTI	893	910	1.90%	925	1.65%	924	-0.11%	1,059	14.61%	18.59%
PSTCC	264	356	34.85%	388	8.99%	375	-3.35%	410	9.33%	55.30%
RSCC	141	124	-12.06%	170	37.10%	159	-6.47%	155	-2.52%	9.93%
SSCC	2,599	3,476	33.74%	3,829	10.16%	4,128	7.81%	4,026	-2.47%	54.91%
STIM	2,644	3,245	22.73%	3,357	3.45%	3,363	0.18%	3,358	-0.15%	27.00%
VSCC	236	249	5.51%	348	39.76%	372	6.90%	410	10.22%	73.73%
WSCC	138	168	21.74%	180	7.14%	224	24.44%	193	-13.84%	39.86%
Total 2-Year	8,995	10,778	19.82%	11,684	8.41%	11,995	2.66%	12,171	1.47%	35.31%
Grand Totals	23,441	25,869	10.36%	27,687	7.03%	28,424	2.66%	28,763	1.19%	22.70%

Appendix K

ACT COMP Examination Scores

University	1992 Avg. Score	No. of Students	1993 Avg. Score	No. of Students	1994 Avg. Score	No. of Students
Austin Peay State University	181.4	538	186.1	641	184.3	705
East Tennessee State University	181.7	1,284				
Middle Tennessee State University	182.0	1,488	186.2	1,603	185.6	1,896
Tennessee State University	169.3	620	173.9	850	174.4	681
Tennessee Technological University	184.2	741				
University of Memphis	183.3	1,875				
University of Tennessee, Chattanooga	183.1	889				
University of Tennessee, Knoxville	185.7	2,015				
University of Tennessee, Martin	179.2	579	181.0	671	183.6	784
Average Scores, Total Students Tested	182.2	10,029	182.5	3,765	183.1	4,066

College Base Scores

University	1992 Avg. Score	No. of Students	1993 Avg. Score	No. of Students	1994 Avg. Score	No. of Students
Austin Peay State University						
East Tennessee State University			289.0	1,199	291.0	1,324
Middle Tennessee State University						
Tennessee State University						
Tennessee Technological University			321.0	1,053	323.0	1,054
University of Memphis			302.0	1,752	308.0	1,666
University of Tennessee, Chattanooga			300.0	845	307.0	1,080
University of Tennessee, Knoxville			320.0	636	335.0	290
University of Tennessee, Martin						
Average Scores, Total Students Tested			304.6	5,485	308.0	5,414

Appendix L

Admissions Data for Public Universities, Fall 1994

	Number Applied	Number Accepted	Number Enrolled	Percent Accepted	Number Admitted thru Alternative Admissions	Percent Admitted thru Alternative Admissions of Number Accepted	Percent Admitted thru Alternative Admissions of Number Enrolled
APSU	2,179	1,681	826	77.1%	61	3.6%	7.4%
ETSU	3,581	2,952	1,497	82.4%	144	4.9%	9.6%
MTSU	4,472	3,106	1,929	69.5%	142	4.6%	7.4%
TSU	3,682	1,957	913	53.2%	97	5.0%	10.6%
TTU	2,314	2,110	1,275	91.2%	197	9.3%	15.5%
UM	4,811	3,061	1,826	63.6%	72	2.4%	3.9%
UTC	2,168	1,164	966	53.7%	111	9.5%	11.5%
UTK	7,082	5,219	2,912	73.7%	164	3.1%	5.6%
UTM	1,904	1,791	1,132	94.1%	160	8.9%	14.1%
Totals	32,193	23,041	13,276	71.6%	1,148	5.0%	8.6%

Appendix M

Fall 1994 Average Entering ACT Scores at Public Institutions

Universities:	Average ACT Score
Austin Peay State University	20.9
East Tennessee State University	20.9
Middle Tennessee State University	21.3
Tennessee State University	18.3
Tennessee Technological University	22.2
University of Memphis	21.8
University of Tennessee, Chattanooga	21.6
University of Tennessee, Knoxville	22.9
University of Tennessee, Martin	20.9
Two-Year Institutions:	
Chattanooga State Technical Community College	17.8
Cleveland State Community College	18.4
Columbia State Community College	19.2
Dyersburg State Community College	18.2
Jackson State Community College	17.8
Motlow State Community College	18.7
Northeast State Technical Community College	18.1
Nashville State Technical Institute	17.1
Pellissippi State Technical Community College	18.8
Roane State Community College	18.7
Shelby State Community College	16.0
State Technical Institute at Memphis	16.8
Volunteer State Community College	17.9
Walters State Community College	18.6

Appendix N

Percentages of First-Time Freshmen in Remedial or Developmental Courses¹ in Public Institutions

Fall 1992 through 1994 Data

	Freshman Enrollment			% Taking any R&D Course			% Taking only 1 Course			% Taking more than 1 Course		
Universities:	1992	1993	1994	1992	1993	1994	1992	1993	1994	1992	1993	1994
Austin Peay State University	785	799	779	56.3	50.8	52.2	24.5	26.8	33.1	26.9	24.0	19.1
East Tennessee State University	1,623	1,303	1,428	42.8	46.6	44.9	22.5	25.2	26.1	20.3	21.4	18.8
Middle Tennessee State University	2,149	2,132	1,886	55.0	50.0	43.6	24.8	26.2	27.0	30.2	23.8	16.6
Tennessee State University	791	782	889	62.3	55.9	60.9	20.4	25.4	25.4	41.9	30.4	35.4
Tennessee Technological University	1,378	1,322	1,239	36.0	33.3	32.4	9.4	19.8	20.9	26.6	13.5	11.5
University of Memphis	1,620	1,685	1,777	32.5	34.5	35.7	19.0	23.1	22.8	13.5	11.3	12.9
University of Tennessee, Chattanooga	830	979	966	34.3	34.0	34.0	29.7	28.4	29.1	4.6	5.6	4.9
University of Tennessee, Knoxville	3,130	2,923	2,848	2.9	2.2	2.9	2.9	2.2	2.9	0.0	0.0	0.0
University of Tennessee, Martin	1,127	1,123	1,109	44.6	43.2	38.1	31.6	31.4	29.0	13.0	11.8	9.0
All Universities	13,433	13,048	12,921	34.8	33.9	33.1	17.7	20.3	21.0	17.1	13.6	12.1
Two-Year Institutions:												
Chattanooga State Tech. Comm. Coll.	1,345	1,164	1,279	82.3	81.3	82.6	22.8	29.6	27.8	59.5	51.8	54.8
Cleveland State Community College	614	591	495	71.7	70.1	71.1	28.7	37.2	33.3	43.0	32.8	37.8
Columbia State Community College	721	703	665	72.1	73.1	68.0	17.6	28.3	27.2	54.5	44.8	40.8
Dyersburg State Community College	393	437	441	79.6	78.5	78.7	23.2	29.7	30.4	56.4	48.7	48.3
Jackson State Community College	572	539	529	78.1	76.4	78.4	30.9	37.1	35.0	47.2	39.3	43.5
Motlow State Community College	672	730	704	71.3	76.6	71.0	24.6	35.8	32.7	46.7	40.8	38.4
Nashville State Technical Institute	516	499	631	89.9	88.6	85.1	21.1	28.5	24.6	68.8	60.1	60.5
Northeast State Tech. Comm. Coll.	702	674	719	83.2	78.9	74.1	24.2	31.2	29.3	59.0	47.8	44.8
Pellissippi State Tech. Comm. Coll.	1,395	1,319	1,299	75.6	73.5	75.9	17.6	30.5	32.6	58.0	43.0	43.3
Roane State Community College	917	899	773	78.8	76.3	76.7	23.4	36.9	37.8	55.4	39.4	38.9
Shelby State Community College	967	1,105	986	82.6	85.7	84.1	11.8	26.5	22.6	70.8	59.2	61.5
State Technical Insitute at Memphis	1,046	1,086	1,041	89.4	87.6	86.5	24.2	27.3	24.0	65.2	60.2	62.4
Volunteer State Community College	967	1,002	1,012	76.9	73.9	71.4	22.9	29.6	25.8	54.0	44.2	45.7
Walters State Community College	909	962	902	80.1	79.6	79.9	18.6	23.1	22.0	61.5	56.5	58.0
All Two-Year Institutions	11,736	11,710	11,476	79.6	78.7	77.9	21.6	30.3	28.4	57.9	48.4	49.5
All Institutions	25,169	24,758	24,397	55.7	55.1	54.2	19.6	25.0	24.5	36.1	30.1	29.7

¹ All full-time and part-time freshmen of all ages newly enrolled in Fall semester.

Appendix N

Appendix O

Fall 1994 First-time Freshmen, 18 years of age and younger (1994 High School Graduates) Need for Remedial and/or Developmental Coursework

	Total 18 yr. old Freshmen	No R&D Courses		Any R&D Course		Developmental Only		Remedial Only		Mix of R&D	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNIVERSITIES:											
APSU	414	251	60.63%	163	39.37%	136	32.85%	11	2.66%	16	3.86%
ETSU	916	602	65.72%	314	34.28%	240	26.20%	27	2.95%	47	5.13%
MTSU	1,175	768	65.36%	407	34.64%	316	26.89%	45	3.83%	46	3.91%
TSU	604	268	44.37%	336	55.63%	223	36.92%	28	4.64%	85	14.07%
TTU	864	622	71.99%	242	28.01%	185	21.41%	21	2.43%	36	4.17%
UM	1,171	828	70.71%	343	29.29%	262	22.37%	28	2.39%	53	4.53%
UTC	661	459	69.44%	202	30.56%	202	30.56%	0	0.00%	0	0.00%
UTK	2,046	2,007	98.09%	39	1.91%	39	1.91%	0	0.00%	0	0.00%
UTM	743	502	67.56%	241	32.44%	241	32.44%	0	0.00%	0	0.00%
Univ. Totals	8,594	6,307	73.39%	2,287	26.61%	1,844	21.46%	160	1.86%	283	3.29%
TWO-YEAR:											
CLSCC	221	104	47.06%	117	52.94%	65	29.41%	16	7.24%	36	16.29%
COSCC	291	128	43.99%	163	56.01%	109	37.46%	11	3.78%	43	14.78%
CSTCC	453	125	27.59%	328	72.41%	183	40.40%	21	4.64%	124	27.37%
DSCC	213	67	31.46%	146	68.54%	87	40.85%	18	8.45%	41	19.25%
JSCC	288	86	29.86%	202	70.14%	123	42.71%	20	6.94%	59	20.49%
MSCC	322	134	41.61%	188	58.39%	134	41.61%	10	3.11%	44	13.66%
NSTCC	287	109	37.98%	178	62.02%	105	36.59%	16	5.57%	57	19.86%
NSTI	165	39	23.64%	126	76.36%	69	41.82%	4	2.42%	53	32.12%
PSTCC	538	201	37.36%	337	62.64%	228	42.38%	42	7.81%	67	12.45%
RSCC	374	148	39.57%	226	60.43%	140	37.43%	28	7.49%	58	15.51%
SSCC	333	59	17.72%	274	82.28%	83	24.92%	24	7.21%	167	50.15%
STIM	370	79	21.35%	291	78.65%	113	30.54%	47	12.70%	131	35.41%
VSCC	408	145	35.54%	263	64.46%	153	37.50%	16	3.92%	94	23.04%
WSCC	404	147	36.39%	257	63.61%	98	24.26%	45	11.14%	114	28.22%
Two-Year Totals	4,667	1,571	33.66%	3,096	66.34%	1,690	36.21%	318	6.81%	1,088	23.31%
Grand Totals	13,261	7,878	59.41%	5,383	40.59%	3,534	26.65%	478	3.60%	1,371	10.34%

Appendix P

Licensure Scores in Public Universities

Institution	Test	1992	Number	1993	Number	1994	Number
APSU	Nursing (BSN)	90.7%	43	97.8%	44	96.1%	51
ETSU	Nursing (AD)	92.0%	46	93.5%	62	90.4%	73
	Nursing (BSN)	94.3%	66	94.8%	96	92.5%	107
	Medical (Comp. I)	82.4%	51	83.0%	60	73.8%	65
	Medical (Comp. II)	96.0%	50	89.0%	47	85.5%	62
MTSU	Medical Technology	100.0%	5	100.0%	3	100.0%	5
	Nursing	93.8%	32	90.9%	66	90.9%	88
TSU	Engineering	8.9%	56	16.0%	81	19.4%	36
	Nursing (AD)	91.1%	146	86.7%	175	88.5%	130
	Nursing (BSN)	90.9%	11	80.0%	10	90.0%	23
	Dental Hygiene	91.0%	23	88.9%	18	100.0%	17
	Medical Technology	50.0%	4	50.0%	10	50.0%	4
TTU	Engineering	63.8%	185	66.1%	251	74.8%	250
	Nursing (BSN)	84.2%	38	90.2%	41	82.5%	40
UM	Engineering	67.9%	28	38.8%	103	75.9%	58
	Law	86.4%	103	94.0%	84	87.2%	86
UTC	Engineering	45.2%	62	57.1%	56	46.8%	62
	Nursing (BSN)	100.0%	24	92.9%	42	96.9%	33
	Physical Therapy			100.0%	24	100.0%	24
UTK	Engineering	55.9%	145	68.4%	152	65.5%	177
	Nursing (BSN)	94.0%	77	93.7%	88	90.0%	101
	Architecture	26.0%	46	29.7%	37	31.8%	22
	Law	85.0%	115	80.5%	123	89.0%	129
	Veterinary Medicine ¹	82.0%	39	94.0%	50	96.4%	55
UTMHC	Nursing (BSN)	94.1%	51	97.0%	62	91.4%	58
	Dentistry	95.5%	56	87.4%	62	93.1%	62
	Pharmacy	98.6%	69	100.0%	72	100.0%	74
	Medical (Step I)	87.2%	148	91.6%	154	91.1%	157
	Medical (Step II)	91.4%	140	89.1%	137	94.3%	141
	Medical (Step III)					91.0%	153
	Dental Hygiene	95.0%	20	100.0%	20	100.0%	30
	Medical Technology	93.0%	14	91.0%	21	94.0%	17
	Physical Therapy	100.0%	56	100.0%	56	100.0%	153

Appendix Q

Accredited Programs in Tennessee's Public Universities

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs). The right column is the number which are accredited.

	APSU		ETSU		MTSU		TSU		TTU		UM		UTC		UTK		UTM		UTMHSC		All	
Allied Health	1	1	5	5			6	6	1	1			1	1	1	1			6	5	21	20
Biological Sciences			2	2																	2	2
Medicine			1	1															1	1	2	2
Architecture															1	1					1	1
Art & Design	1	1	2	2	1	0	1	0	1	0	4	4	1	1	4	4					15	12
Business	1	0	7	7	11	11	5	0	6	6	15	15	3	3	11	11	5	0			64	53
Chemistry	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1			9	8
Public Health & Health Admin.			1	0											1	1					2	1
Parks & Recreation					1	0															1	0
Dentistry																			3	3	3	3
Engineering & Technology			1	1	1	1	4	4	6	6	7	7	1	0	10	10	3	3			33	32
Forestry															1	1					1	1
Home Economics			2	2	3	3	1	1	1	0	1	1	1	0	3	3	1	1			13	11
Interior Design					1	0									1	1					2	1
Journalism/Mass Communications			1	1	1	1					2	2			4	4	1	0			9	8
Law											1	1			1	1					2	2
Library Science															1	1					1	1
Music	2	2	1	1	2	2	1	1	1	1	4	4	2	2	2	2	2	2			17	17
Nursing	1	1	3	3	1	1	2	2	1	1	1	1	1	1	2	2	1	1	2	2	15	15
Pharmacy																			1	1	1	1
Psychology											2	2			1	1					3	3
Rehabilitation Counseling															1	1					1	1
Social Work	1	1	1	1	1	1	1	1			1	1	1	1	2	2	1	1			9	9
Speech/Language/Hearing															3	3					3	3
Teacher Education	12	12	17	0	22	22	18	0	12	12	13	13	9	9	28	28	20	20			151	116
Veterinary Medicine															1	1					1	1
Public Affairs							1	1			1	1			1	1					3	3
Totals	20	19	45	27	46	43	41	16	30	28	53	53	21	19	81	81	35	29	13	12	385	327

Appendix R

Accredited Programs in Tennessee's Public Two-Year Institutions

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs). The right column is the number which are accredited.

Discipline	CSTCC		CLSCC		COSCC		DSCC		JSCC		MSCC		NSTCC		NSTI		PSTCC		RSCC		SSCC		STIM		VSCC		WSCC		All	
Allied Health	5	5	1	1	3	3			5	5			1	1	1	1			9	9	4	4			6	6	2	2	37	37
Dietetics																					1	1							1	1
Engineer. Tech.	2	2											2	2	8	8	5	5					9	9			1	1	27	27
Legal Education			1	1													1	1					1	1					3	3
Nursing	1	1	1	1	1	1	1	1	1	1	1	1							1	1	1	1					1	1	9	9
Vet. Science					1	1																							1	1
Totals	8	8	3	3	5	5	1	1	6	6	1	1	3	3	9	9	6	6	10	10	6	6	10	10	6	6	4	4	78	78

Appendix S

Percentage of Lower-Division Courses Taught by Various Faculty

Institution	Full-Time Faculty	Part-Time Faculty	Graduate Assistants
Universities:			
Austin Peay State University	55.5%	39.6%	0.1%
East Tennessee State University	60.6%	22.4%	9.9%
Middle Tennessee State University	67.8%	16.8%	11.1%
Tennessee State University	79.3%	14.0%	2.6%
Tennessee Technological University	59.5%	20.7%	11.9%
University of Memphis	40.3%	24.0%	30.4%
University of Tennessee, Chattanooga	67.8%	32.2%	0.0%
University of Tennessee, Knoxville	55.5%	15.0%	29.5%
University of Tennessee, Martin	82.7%	15.1%	2.2%
Two-Year Institutions:			
Chattanooga State Technical Community College	50.0%	41.2%	
Cleveland State Community College	66.0%	32.5%	
Columbia State Community College	71.9%	26.6%	
Dyersburg State Community College	61.6%	37.4%	
Jackson State Community College	66.7%	26.6%	
Motlow State Community College	63.2%	34.4%	
Northeast State Technical Community College	53.2%	45.6%	
Nashville State Technical Institute	48.8%	46.2%	
Pellissippi State Technical Community College	46.6%	47.3%	
Roane State Community College	60.7%	33.3%	
Shelby State Community College	56.7%	38.6%	
State Technical Institute at Memphis	50.4%	43.8%	
Volunteer State Community College	54.5%	42.9%	
Walters State Community College	65.5%	29.1%	

Note: Row totals do not always add to 100% because of courses taught by persons who do not meet requirements of above categories. These include professional non-faculty persons, such as lab technicians, persons paid from non-academic or non-instructional accounts and administrators.

Appendix T

Job Placement Rates at Public Two-Year Institutions and Technology Centers

Institution	Graduates	Percent Placed
CSTCC	425	89%
CLSCC	214	91%
COSCC	209	99%
DSCC	82	92%
JSCC	165	93%
MSCC	129	89%
NSTCC	205	89%
NSTI	368	86%
PSTCC	260	93%
RSCC	375	91%
SSCC	268	97%
STIM	664	87%
VSCC	133	91%
WSCC	365	92%
Totals	3,862	90%

Institution	Graduates	Percent Placed
Athens	105	94%
Chattanooga	293	90%
Covington	131	86%
Crossville	97	94%
Crump	137	95%
Dickson	133	92%
Elizabethton	117	90%
Harriman	116	90%
Hartsville	42	90%
Hohenwald	88	77%
Jacksboro	139	97%
Jackson	216	94%
Knoxville	422	88%
Livingston	177	95%
McKenzie	92	86%
McMinnville	143	92%
Memphis	484	83%
Morristown	324	94%
Murfreesboro	38	89%
Nashville	371	98%
Newbern	80	98%
Oneida	49	94%
Paris	140	94%
Pulaski	106	93%
Ripley	69	100%
Shelbyville	214	95%
Whiteville	87	78%
Totals	4,410	91%

Appendix U
Alumni Survey Results

Institution	Total Graduates	Response Rate	Category																				
			Satisfaction			Involvement			Personal Development			Learning			Major (Instruct & Advise)			Major (Curriculum)			All		
			89-90	91-92	% Chng	89-90	91-92	% Chng	89-90	91-92	% Chng	89-90	91-92	% Chng	89-90	91-92	% Chng	89-90	91-92	% Chng	89-90	91-92	% Chng
Universities:																							
APSU	607	48.6%	21.1	20.8	-1.5%	24.1	30.7	27.4%	21.2	21.3	0.5%	26.4	26.7	1.2%	27.1	21.9	-19.2%	15.7	27.8	76.8%	22.6	24.9	10.0%
ETSU	1,281	40.6%	20.2	20.9	3.4%	22.2	29.8	34.3%	21.2	21.5	1.7%	25.5	25.9	1.6%	24.8	21.2	-14.5%	14.7	26.8	82.2%	21.4	24.3	13.6%
MTSU	1,831	40.5%	20.9	21.2	1.6%	23.1	30.3	31.2%	21.7	21.5	-0.9%	26.3	26.1	-1.0%	25.2	21.3	-15.7%	15.1	27.5	82.7%	22.0	24.6	11.8%
TSU	571	53.8%	20.0	21.5	7.6%	22.4	29.6	32.2%	21.2	22.5	5.9%	26.3	28.4	7.9%	24.9	21.6	-13.5%	15.2	28.6	88.3%	21.7	25.4	17.0%
TTU	975	37.8%	21.2	21.4	0.7%	22.8	30.6	34.0%	22.3	22.1	-0.6%	27.3	26.9	-1.3%	25.6	21.5	-15.9%	15.7	27.1	73.0%	22.5	24.9	11.0%
UM	2,046	37.8%	20.3	20.2	-0.2%	23.0	30.4	32.2%	21.3	21.2	-0.5%	26.3	26.4	0.6%	23.9	20.4	-14.9%	14.9	26.4	77.5%	21.6	24.2	11.9%
UTC	999	44.5%	20.2	20.2	0.2%	23.2	30.6	32.1%	20.9	20.9	0.0%	26.0	25.8	-0.8%	25.6	21.2	-17.0%	15.0	26.4	76.3%	21.8	24.2	11.0%
UTK	3,308	48.1%	20.8	21.1	1.5%	24.0	29.9	24.5%	21.7	21.4	-1.2%	26.3	25.9	-1.7%	24.1	20.6	-14.6%	14.7	25.3	72.5%	21.9	24.0	9.5%
UTM	623	41.6%	21.4	21.3	-0.6%	23.3	30.4	30.5%	22.1	21.9	-1.2%	26.7	25.9	-3.0%	26.8	22.2	-17.3%	15.3	26.8	74.8%	22.6	24.7	9.4%
Univ. Norm			20.7	20.9	1.3%	23.2	30.2	29.8%	21.6	21.5	-0.2%	26.3	26.2	-0.4%	24.9	21.0	-15.5%	15.0	26.5	76.7%	21.9	24.4	11.2%
Two Year:																							
CSTCC	534	43.1%	21.2	21.9	3.2%	20.0	29.8	49.0%	20.5	21.7	5.8%	25.5	26.2	2.7%	26.6	21.9	-17.5%	15.5	28.7	85.3%	21.6	25.0	16.1%
CLSCC	284	48.6%	21.7	20.8	-4.0%	19.8	28.5	44.4%	21.7	20.3	-6.5%	26.4	24.7	-6.2%	26.3	20.4	-22.6%	15.9	26.3	65.9%	21.9	23.5	7.1%
COSCC	311	50.2%	21.9	22.5	2.5%	22.2	29.8	34.5%	22.1	22.5	1.6%	27.0	28.2	4.4%	26.5	22.7	-14.2%	15.7	29.7	89.4%	22.6	25.9	14.8%
DSCC	141	41.8%	22.2	22.5	1.2%	22.6	29.6	30.9%	22.6	22.7	0.6%	28.6	28.1	-2.0%	28.2	22.9	-18.8%	16.4	28.5	73.8%	23.4	25.7	9.7%
JSCC	290	47.9%	21.4	21.5	0.7%	19.4	29.4	51.8%	21.1	21.5	1.7%	25.9	26.2	1.2%	26.5	21.6	-18.4%	15.3	28.6	87.2%	21.6	24.8	14.9%
MSCC	256	43.0%	22.1	22.7	2.6%	22.1	31.1	40.6%	21.8	22.1	1.7%	27.7	28.1	1.3%	26.6	21.9	-17.9%	15.6	26.8	72.5%	22.6	25.4	12.4%
NSTCC	188	42.0%	21.5	22.2	3.3%	21.9	30.1	37.4%	21.7	22.3	2.5%	27.2	27.4	0.7%	26.3	22.5	-14.5%	15.1	27.7	83.8%	22.3	25.4	13.8%
NSTI	302	45.4%	21.8	21.4	-1.6%	21.9	30.1	37.6%	21.5	22.2	3.1%	26.0	26.6	2.4%	27.1	22.4	-17.5%	15.7	29.0	85.1%	22.3	25.3	13.3%
PSTCC	335	50.1%	21.2	21.8	2.7%	20.7	30.1	45.3%	21.3	21.3	0.2%	25.7	26.1	1.5%	26.9	21.6	-19.4%	15.6	27.2	73.9%	21.9	24.7	12.7%
RSCC	254	69.7%	22.0	21.8	-0.8%	19.8	28.7	45.2%	21.4	21.4	-0.1%	26.8	26.2	-2.3%	27.8	21.2	-23.6%	15.4	28.6	86.1%	22.2	24.7	11.1%
SSCC	225	53.8%	20.4	21.0	2.9%	19.8	27.3	37.4%	21.5	21.9	1.9%	26.5	25.8	-2.4%	24.9	21.0	-15.4%	15.5	29.4	89.5%	21.4	24.4	13.9%
STIM	384	51.0%	20.9	21.0	0.1%	19.4	27.8	43.2%	20.3	20.6	1.5%	24.5	25.0	1.9%	26.1	21.6	-17.3%	15.1	27.4	81.2%	21.1	23.9	13.4%
VSCC	275	45.5%	22.5	21.9	-2.4%	21.5	29.2	36.1%	21.9	21.4	-2.2%	26.9	26.3	-2.3%	27.6	21.8	-20.8%	15.7	28.9	83.7%	22.7	24.9	9.9%
WSCC	624	41.3%	22.3	22.3	0.0%	20.9	29.3	40.6%	22.4	21.9	-2.3%	27.6	26.8	-2.8%	27.6	22.1	-20.0%	16.1	28.8	78.7%	22.8	25.2	10.5%
Two Yr. Norm			21.6	21.7	0.6%	20.7	29.2	41.0%	21.5	21.6	0.6%	26.4	26.3	-0.2%	26.7	21.8	-18.4%	15.6	28.3	81.7%	22.1	24.0	8.9%

Appendix V

Key Financial Ratios - Independent Colleges & Universities

Fiscal Year	Reported Total Current Fund Revenues	Tuition and Fees Revenues	Private Gifts, Grants and Contracts	Reported Current Expenditures	Adjusted Total E&G Exenditures	Reported Total E&G Exenditures	Total Instructional Expenditure s	Net Revenue Ratio	Tuition & Fees Ratio	Gifts & Grants Ratio	Instruc Cost Ratio
1986-87	\$751,581,000	\$198,209,000	\$76,820,000	\$740,701,000	\$447,091,000	\$465,776,000	\$138,368,000	1.45%	44.33%	16.49%	30.95%
1987-88	\$840,017,000	\$224,852,000	\$77,456,000	\$840,183,000	\$500,243,000	\$532,268,000	\$148,235,000	-0.02%	44.95%	14.55%	29.63%
1988-89	\$944,232,000	\$252,037,000	\$82,222,000	\$923,517,577	\$555,432,000	\$599,387,000	\$159,592,000	2.19%	45.38%	13.72%	28.73%
1989-90	\$1,033,721,000	\$279,918,000	\$83,236,000	\$1,032,213,000	\$614,992,000	\$663,913,000	\$203,601,833	0.15%	45.52%	12.54%	33.11%
1990-91	\$1,135,906,000	\$308,841,000	\$88,655,000	\$1,115,622,000	\$668,973,000	\$711,983,000	\$220,074,000	1.79%	46.17%	12.45%	32.90%
1991-92	\$1,253,751,665	\$339,944,054	\$98,430,454	\$1,230,636,134	\$747,181,914	\$798,660,589	\$250,861,413	1.84%	45.50%	12.32%	33.57%
1992-93	\$1,306,051,202	\$366,076,199	\$101,200,531	\$1,292,123,350	\$790,065,912	\$798,660,589	\$250,861,413	1.07%	46.33%	12.67%	31.75%

Appendix W

Declared Enrollment Capacity Data for Independent Colleges & Universities

Institution	Total Headcount	Total FTE	FTE Faculty	Instructional Space (Sq.Ft.)	Ratio of FTE/Faculty	Ratio of Space/FTE	Declared Capacity	Ratio of Capacity/Faculty	Ratio of Space/Capacity	Residence Occupancy	Residence Capacity
Aquinas College	367	255	19	Not Reported	13.42		500	26.32		0	0
Belmont University	2,960	2,466	330	Not Reported	7.47		2,500	7.58		777	803
Bethel College	483	427	34	34,140	12.56	79.95	600	17.65	56.90	240	300
Bryan College	489	509	35	87,200	14.54	171.32	597	17.06	146.06	381	562
Carson-Newman College	2,163	2,037	141	220,000	14.45	108.00	2,200	15.60	100.00	1,109	1,345
Christian Brothers University	1,654	1,271	103	135,000	12.34	106.22	2,000	19.42	67.50	417	417
Crichton College	444	348	26	16,200	13.38	46.55	435	16.73	37.24	23	30
Cumberland University	1,013	856	60	29,045	14.27	33.93	1,000	16.67	29.05	220	250
David Lipscomb University	2,398	2,159	134	364,000	16.11	168.60	2,600	19.40	140.00	1,230	1,558
Fisk University	872	851	68	Not Reported	12.50		1,100	16.16		531	800
Freed-Hardeman University	1,467	1,357	72	64,202	18.85	47.31	1,600	22.22	40.13	892	1,156
Hiwassee College	477	405	26	29,440	15.58	72.69	700	26.92	42.06	192	420
John A. Guppton College	75	67	1	3,500	67.00	52.24	65	65.00	53.85	0	0
Johnson Bible College	453	410	21	31,212	19.52	76.13	480	22.86	65.03	400	500
King College	562	536	43	70,000	12.47	130.60	650	15.12	107.69	400	510
Knoxville College	727	692	60	95,000	11.53	137.28	1,200	20.00	79.17	593	930
Lambuth University	1,209	966	65	Not Reported	14.95		1,000	15.48		527	560
Lane College	667	647	39	Not Reported	16.44		700	17.78		519	645
Lee College	2,215	2,212	83	584,190	26.65	264.10	2,250	27.11	259.64	1,135	1,184
Lemoyne-Owen College	1,405	1,266	57	Not Reported	22.21		1,300	22.81		100	150
Lincoln Memorial University	1,914	1,314	88	208,107	14.93	158.38	1,500	17.05	138.74	424	426
Martin Methodist College	468	356	37	47,000	9.62	132.02	600	16.22	78.33	142	283
Maryville College	843	752	61	Not Reported	12.26		750	12.22		441	680
Meharry Medical College	885	854	323	Not Reported	2.64		850	2.63		214	214
Memphis College of Art	220	201	23	57,707	8.74	287.10	350	15.22	164.88	25	26
Milligan College	821	845	65	81,038	13.00	95.90	900	13.85	90.04	511	560
Rhodes College	1,469	1,372	116	375,000	11.83	273.32	1,450	12.50	258.62	1,107	1,100
Southern College of	444	444	46	35,668	9.65	80.33	480	10.43	74.31	0	0
Southern College of SDA	1,652	1,405	104	359,645	13.51	255.98	1,800	17.31	199.80	1,111	1,163
Tennessee Wesleyan College	633	466	32	55,500	14.56	119.10	720	22.50	77.08	155	336
Trevecca Nazarene College	1,358	1,011	79	158,922	12.80	157.19	1,300	16.46	122.25	485	581
Tusculum College	1,217	1,174	75	102,500	15.65	87.31	1,200	16.00	85.42	282	381
Union University	2,317	1,991	134	44,892	14.86	22.55	2,000	14.93	22.45	964	1,001
University of the South	1,298	1,394	120	374,000	11.62	268.29	1,300	10.83	287.69	1,170	1,190
Vanderbilt University	10,088	9,691	1,800	Not Reported	5.38		9,691	5.38		4,617	4,617
Totals (and averages)	47,727	43,007	4,520	3,663,108	9.51	85.17	48,368	10.70	75.73	21,334	24,678

Appendix W